

THE THINKER,

A MORAL READER,

CONTAINING

SELECTIONS FROM THE GEMS OF THE LANGUAGE,

ARRANGED ON

A NEW AND ORIGINAL PLAN;

DESIGNED TO AROUSE THE MINDS OF YOUTH, AND TO
INCULCATE PURE AND NOBLE PRINCIPLES.

IN THREE PARTS.

FIRST,

IN ITSELF.

BY

W. T. BURLEIGH, LL.D.

PHILADELPHIA:

GRAMBO & CO.

[SUCCESSORS TO GRIGG, ELLIOT & CO.]

No. 14 NORTH FOURTH STREET.

SPEC
PE
1120
.B87
1852

AUBURN UNIVERSITY
LIBRARIES



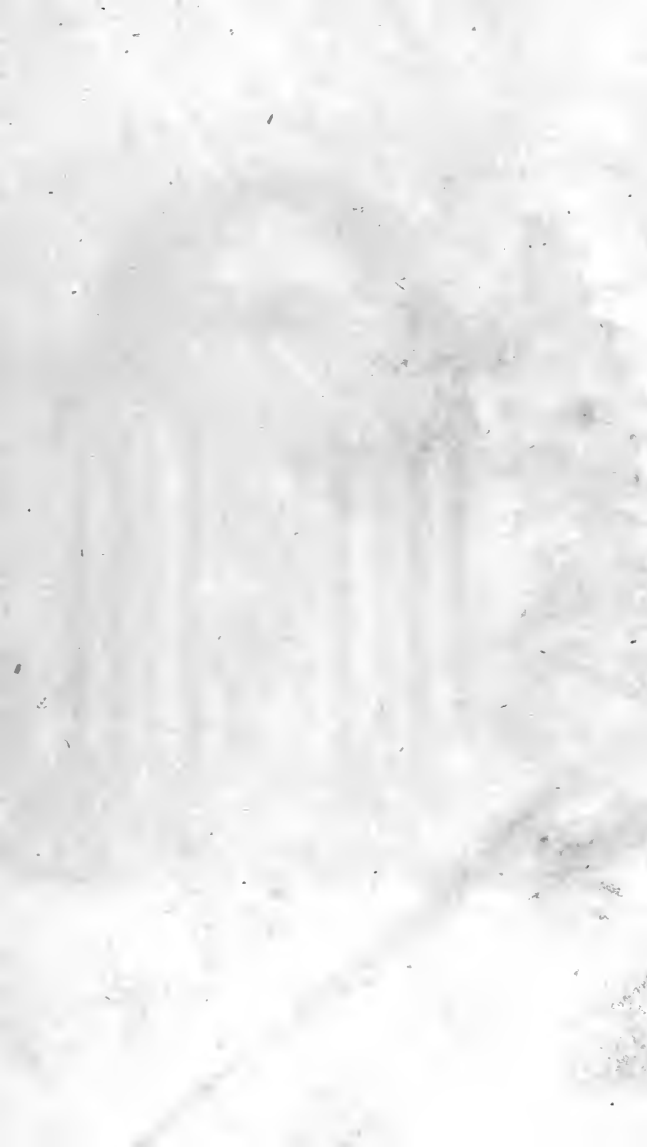
Presented by

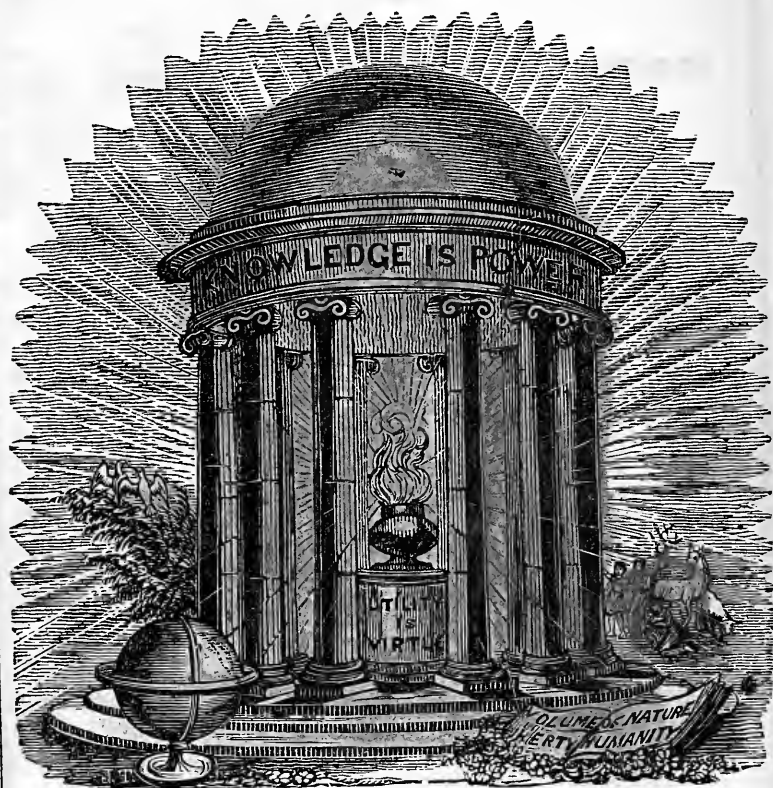
Dr. Harold H. Punke

154

NON CIRCULATING

Digitized by the Internet Archive
in 2010 with funding from
Lyrasis Members and Sloan Foundation





Auburn University Libraries
Ralph Brown Draughon Library
231 Mell St.
Auburn University, AL 36849-5606

THE THINKER,

A MORAL READER,

CONTAINING

SELECTIONS FROM THE GEMS OF THE LANGUAGE,

ARRANGED ON

A NEW AND ORIGINAL PLAN;

DESIGNED TO AROUSE THE MINDS OF YOUTH, AND TO
INCULCATE PURE AND NOBLE PRINCIPLES.

IN THREE PARTS.

PART FIRST

(COMPLETE IN ITSELF.)

BY

JOSEPH BARTLETT BURLEIGH, LL.D.

SIXTH EDITION.

PHILADELPHIA:

LIPPINCOTT, GRAMBO & CO.

[SUCCESSORS TO GRIGG, ELLIOT & CO.]

No. 14 NORTH FOURTH STREET.

1852.

P R E F A C E.*

No one can be really eminent without constant mental discipline and solid thought. A discourse clothed with gracefulness of language, alone, can at best be compared to a beautiful tree full of leaves, but without fruit. The constant effort of any one to instruct others without thinking, is like dropping buckets into empty wells, and growing old in drawing up nothing.

The marginal words, and all those designated by figures, are designed as drill exercises for teaching pupils to think. For example, the figure 2 at the end of many of the marginal words is always intended to ask a mental question, to be optional with the teacher. But, as there cannot be found any two families of exactly the same size always preferring precisely the same kind, amount, and quality of food; so there cannot be found any two schools exactly similar in every respect always desiring the same sort of questions. Hence, by pursuing the plan of this book the teacher and pupil alike, form the habit of constant attention.

The interrogation point at the right of every engraving may ask the pupil to describe the picture minutely; or to draw an outline of the subject intended to be elucidated; or to tell its beauties; its defects; the way in which it might be improved. The interrogation point at the top of every marginal column may ask the pupil to pronounce the marginal words; to pronounce their equivalents indicated by the figure 1; to spell the words; to spell them by syllable; to spell them by letter; to tell the reverse of the marginal words; to tell the various parts of speech in the marginal column; to tell the primitive, or the derivative words; to trace the words back to their roots, or to follow out their derivatives; to form simple sentences in which the marginal word shall be used with its specific, or its various definitions; to tell what other words may be used instead of those in the margin, &c. The interrogation point on the outside of the ruled line to the right of each section is intended to question the pupil closely on the meaning of the section; to require him to give its substance in his own language; to give it in the exact language of the

Entered, according to the Act of Congress, in the year 1851, by

JOSEPH BARTLETT BURLEIGH,

In the Clerk's Office of the District Court of the United States for the Eastern
District of Pennsylvania.

* See the Practical Spelling Book by Joseph Bartlett Burleigh.

~~~~~  
Stereotyped by SLOTE & MOONEY, Philadelphia.

~~~~~  
Printed by T. K. & P. G. COLLINS.
~~~~~



various authors; to tell its beauties and defects; to tell how it might be improved, &c. The interrogation point after the number of each lesson, asks the pupil to give some rule which ought to be observed in reading that lesson, (see rules for reading, page 17;) to tell what faults ought to be avoided; the names of the pauses; the manner of modulating the voice when coming to them; the style of the lesson; how it ought to be read, &c.

The figure 2 at the end of many of the marginal words asks the pupil to tell the difference in meaning between it and the word indicated by the small figure 1 in the same line; in what sentences they may be used, conveying a similar idea; in what, conveying a different one; the several definitions of the word, &c.

The figure 3 occurring after some word in most of the sections, is intended, in connection with the marginal words, to remedy defects in pronunciation; to require pupils to substitute original words; to spell, to define, &c.; the figure 4 requires the pupil to tell what word or words are understood after it, &c.; the figure 5 to tell what other words may be used in its place; to pronounce; to spell; define, &c.

It will be well to take but one part of the many mental exercises at a lesson, and pay particular attention to that part, and see that every pupil understands, thoroughly, all that is brought before the class. For example, the first time this book is read through, particular attention may be given to the pronouncing and spelling (before reading the lesson) of all the words marked by figures, together with all of those in the margin. The second time, spelling according to the plan recommended on page 7. The third time, spelling by letter and syllable, see page 13. The fourth time, giving the reverse of the marginal words, see page 11. The fifth time, giving in simple sentences the various definitions of the same word, see page 8. The sixth time, telling what words in the margin are definitions; what are synonyms, and what words are neither definitions nor synonyms, see page 10. The seventh time, giving new and original substitutes to the marked words, see page 9. The eighth time, telling the difference in meaning between the marked words and their substitutes in the margin, see page 16. The ninth time, composing simple sentences, see page 135.

The questions should be regulated according to the various circumstances of the school. A plan which would be right in one neighborhood might be wrong in another. A skilful teacher suits the manner of his teaching to the condition of the people he is laboring among. A plan that secures unparalleled success in one district might, from ignorance, prejudice, or some other cause, prove a total failure under the management of the same teacher in another place. If Lesson LXVI., and the subsequent ones, should be found too difficult, the pupils may define the words

in only a few of the first sections. In selecting the pieces gems of sentiment have always been kept in view.

All questions should be asked without giving any hint as to which pupil will be called on to answer. The sentences in this book are short, and tend to break up habits of indistinct and fast reading. The sections and lessons are also short, and thus give the teacher an opportunity to question the pupils, and see that they thoroughly understand, digest, and reason upon what they read. It should not be forgotten that the great difference between man and the lower orders of creation is **THOUGHT**, and that the teacher who merits the most praise is the one who teaches his pupils to think best.

The habit of reading without thinking weakens and debases the intellect. Few minds can long pursue this course without becoming a prey to frivolity and intellectual idleness, forming habits of low pursuits and sensual indulgence.

Children engage in the exercises of this book with the enthusiasm of play. Knowledge imparted in a pleasing way is not only much greater in quantity, but also makes a far more durable impression. Constant research, inventive habits, and self-reliance, follow the proper use of the marginal exercises, as effect follows cause. The steps are so gradual and easy, that youth climb up the ladder of thought without being aware of it.

To form habits of careful investigation, correct reasoning, and active concentrated thought; to impart an unwavering steadiness of purpose; to press on in the cause of the right under all discouragements; to inculcate by practical illustrations the purest morality, and to arouse and elevate the mind, is the design of the Thinker. The plan requires the pupil to understand what he reads, practically apply the definitions of words, and learn their various meanings in sentences. By thinking, understanding, and putting words into original sentences, what is learned one day is not forgotten the next, but makes a permanent and an indelible impression.

While our holy religion has been constantly referred to as the true basis of all that is pure and noble, everything of a sectarian character has been studiously avoided. To love and obey teachers and parents; to cherish a pure conscience; to govern our temper; to shun idleness, immoral books, and associates; to sedulously engage in useful pursuits, to select proper books and companions; to do by others as we would wish to be done by; to have an abiding sense of the omniscience and the omnipresence of our Creator, and personal accountability to him for every action and every thought, have been most sedulously inculcated. But no one will find here anything of a religious character disrespectful of his own creed. The principles treated of are the fundamental principles on which, not only all Christians, but all sensible men agree.

# THE THINKER.



A little boy learning to read at home.

## LESSON I.\*

### REMARKS TO MY YOUNG READERS.

MY <sup>1</sup>YOUNG FRIENDS:

†§ 1. THIS little <sup>1</sup>work is made expressly for you. It is <sup>1</sup>intensely interesting. It must <sup>1</sup>arouse, expand, and <sup>1</sup>elevate your minds, by using the <sup>1</sup>right hand column of words.

§ 2. There is a <sup>1</sup>diminutive figure, <sup>1</sup>, <sup>1</sup>a little to the left of the top of some word in each line of every <sup>1</sup>exercise in this <sup>1</sup>book.

Spelling.  
Definitions.  
Synonyms.  
Unlike terms and  
Mental Exercises.  
Youthful.  
Book.  
Very.  
Awaken.  
Ennoble.  
Marginal exercises.  
Small.  
Slightly.  
Lesson.  
Thinker.2

\* For the use of the figures and marks of interrogation, see Preface, page 2.

† These characters, §, are sections, and are used in all the Lessons.

|                                                                                 |                 |
|---------------------------------------------------------------------------------|-----------------|
| § 3. This <sup>1</sup> little figure, <sup>1</sup> , is a great                 | Small. ?        |
| <sup>1</sup> interrogator. It always says, <sup>3</sup> What                    | Questioner.     |
| is the <sup>1</sup> meaning of this word?                                       | Definition.     |
| § 4. You should never <sup>1</sup> name the                                     | Pronounce. ?    |
| word after this inquisitive little <sup>1</sup> cha-                            | Figure.2        |
| acter, but always <sup>1</sup> put into its very                                | Use in.2        |
| place, the <sup>1</sup> word at the end of the line,                            | Marginal word.  |
| <i>on the right hand side of the page.</i>                                      | Leaf.2          |
| § 5. <sup>1</sup> Sometimes, as above, you will                                 | Occasionally. ? |
| see, after the little <sup>1</sup> figure, <sup>1</sup> , words in              | Numeral.        |
| <sup>1</sup> italic letters. <sup>3</sup> Then it says, omit                    | Slanting.       |
| all these words, and <sup>1</sup> place in their                                | Substitute.     |
| <i>stead</i> <sup>1</sup> those at the end of the line.                         | The words.      |
| § 6. You should <sup>1</sup> always tell the                                    | Invariably. ?   |
| <sup>1</sup> definition of the first word after this                            | Meaning.        |
| little, <sup>1</sup> , without making <sup>1</sup> <i>the slightest</i>         | Any.            |
| <sup>1</sup> pause. The first six lines of this les-                            | Stop.           |
| son, <sup>1</sup> see page 5, are read in this way.                             | Look at.        |
| § 7. My <i>youthful</i> <sup>1</sup> friends, this                              | Readers. ?      |
| little <i>book</i> is made <sup>1</sup> expressly for                           | Solely.         |
| you. It is <i>very</i> <sup>1</sup> interesting. It must                        | Instructive.    |
| <i>awaken</i> , <sup>1</sup> expand, and <i>ennoble</i> your                    | Enlarge.        |
| <sup>1</sup> minds by using the <i>marginal exercises</i> .                     | Intellects.     |
| § 8. You see the words <sup>1</sup> marked by                                   | Labelled. ?     |
| the, <sup>1</sup> , and those in <sup>3</sup> italics are <sup>1</sup> omitted, | Left out.       |
| and the opposite marginal <sup>1</sup> ones used                                | Words.          |
| in their <sup>1</sup> stead.                                                    | Place.          |

§9. The <sup>1</sup>marginal column is <sup>2</sup>*an orthographic*\* exercise. When any marginal word is <sup>1</sup>*given out*, the word <sup>1</sup>after the figure, 1, in the same line, should be spelled, and <sup>1</sup>*vice versa*.

§10. For <sup>1</sup>example, I <sup>1</sup>give out *youthful*,† you spell *young*. I <sup>1</sup>say *book*, you spell *work*. The <sup>1</sup>reverse, I give out the marked <sup>1</sup>particle *young*, you spell *youthful*. I <sup>1</sup>pronounce *work*, you <sup>1</sup>spell *book*.

§11. You cannot spell <sup>1</sup>a single word without <sup>1</sup>thinking. You spell two words and learn their <sup>1</sup>meaning in each line, and form <sup>1</sup>gradually the habit of <sup>1</sup>observing how every word, in our language, is <sup>1</sup>spelled.

§12. The names of <sup>1</sup>individuals, villages, towns, cities, <sup>1</sup>counties, states, nations, rivers, mountains, lakes, <sup>1</sup>vessels, railroads, <sup>1</sup>canals, &c., important as they are, cannot be <sup>1</sup>found even in Dictionaries. Hence, always be <sup>1</sup>attentive, and give all your <sup>1</sup>lessons the <sup>1</sup>closest attention.

?  
Side.  
2A spelling.  
Pronounced.  
Next.2  
The reverse.  
Instance.  
Pronounce.  
Contrary.  
Word.2  
Say.  
Form from letters.  
One.  
Reflecting.  
Definition.  
Progressively  
Noting.  
Constructed.  
Persons.  
Districts.  
Ships.  
Water-courses.  
Discovered.  
Thoughtful.  
Exercises.  
Minutest.

\* The figure, 2, before a word, denotes that its meaning is given in the line below.

† See the first two lines of this lesson, page 5.

## LESSON II.

## EXPLANATIONS.

§1. <sup>1</sup>*In general*, a word has more than one <sup>1</sup>definition. Young\* may convey the <sup>1</sup>sense of inexperienced.<sup>3†</sup>

<sup>1</sup>*A thing* may be young which has not <sup>1</sup>existed longer than another that is old.

§2. Thus, thirty years do not <sup>1</sup>render an oak old; but ten years <sup>1</sup>make a beast old. Three months are <sup>1</sup>sufficient to bring <sup>1</sup>certain plants to maturity.<sup>3</sup> But all <sup>1</sup>animals, which have not existed longer, are still <sup>1</sup>immature.

§3. Work\* may be <sup>1</sup>used in the sense of <sup>1</sup>labor, ferment, embroider, and become. As the boys are at <sup>1</sup>work. Malt liquors<sup>3</sup> <sup>1</sup>work. The young ladies <sup>1</sup>work their capes. The cogs in the wheel <sup>1</sup>work loose.

§4. You should always <sup>1</sup>comprehend clearly, the <sup>1</sup>meaning of each word in the line where<sup>3</sup> it is <sup>1</sup>used.

?  
Usually.  
Meaning.  
Idea.  
An entity.  
Lived.  
Make.  
Render.  
Enough.  
Particular.  
Beasts.<sup>2</sup>  
Young.  
Taken.<sup>2</sup>  
Toil.  
Labor.  
Ferment.  
Embroider.  
Become.  
Understand.  
Import.  
Employed.

\* See §1, page 5.

† Thus, "Come, elder brother, thou'rt too *young* in this."

§ 5. I hope, with increasing <sup>1</sup>interest, you will read this <sup>1</sup>book through many times. After you give the <sup>1</sup>various definitions<sup>3</sup> of each <sup>1</sup>designated <sup>1</sup>term, you may substitute unlike <sup>1</sup>words, *phrases or sentences*.

§ 6. Thus, instead of <sup>1</sup>young\* you may use little, dear, <sup>1</sup>kind, lovely, sincere, <sup>1</sup>true, excellent, esteemed, valued, <sup>1</sup>good, or any other term that does not very <sup>1</sup>essentially change the sense.

§ 7. You should <sup>1</sup>always look ahead of the word you are <sup>1</sup>pronouncing, so as to <sup>1</sup>tell the meaning<sup>3</sup> of the marked word, without making the least <sup>1</sup>halt.

§ 8. The marginal <sup>1</sup>arrangement is the best <sup>1</sup>plan ever devised,<sup>3</sup> for forcing the eye to look <sup>1</sup>*in advance* of the word being <sup>1</sup>pronounced. It aids you to read with the <sup>1</sup>greatest ease, fluency, and <sup>1</sup>correctness.

§ 9. No two words in <sup>1</sup>*the English* language<sup>3</sup> can be <sup>1</sup>found exactly alike, in their true and <sup>1</sup>nice application; though there are many <sup>1</sup>conveying a similar <sup>1</sup>idea.

?  
Ardor.2  
Tomelet.2  
Several.  
Pointed out.  
Word.  
Expressions.  
Juvenile.  
Affectionate.  
Honest.  
Virtuous.  
Materially.  
Constantly.  
Articulating.  
Explain.2  
Pause.  
Plan.  
System.  
Ahead.2  
Articulated.  
Utmost.  
Accuracy.  
Our.  
Named.2  
Exact.  
Imparting.  
Meaning.

\* See the first line of Lesson I, page 5.

§10. There is, <sup>1</sup>*in every case*, one word more <sup>1</sup>appropriate than any other.<sup>4</sup> You should<sup>3</sup> <sup>1</sup>endeavor always to <sup>1</sup>use the best words and sentences, which can possibly be <sup>1</sup>selected.

?  
Always.

Suitable.

Strive.

Select.

Chosen.<sup>2</sup>

§11. In this <sup>1</sup>way, you not only <sup>1</sup>*add much to* your judgment and discriminating<sup>3</sup> <sup>1</sup>powers, but form the habit of using <sup>1</sup>language accurately.

Manner.

Enhance.

Faculties.

Words.<sup>2</sup>

§12. There are three <sup>1</sup>classes of words in the margin, <sup>1</sup>*viz.*, definitions; <sup>1</sup>*single words, which always convey, in every sentence, nearly the same idea*; and terms which do not <sup>1</sup>materially alter the <sup>1</sup>sense, though they are neither <sup>1</sup>definitions nor synonyms.<sup>3</sup>

Kinds.<sup>2</sup>

Namely.

Synonyms.

Thought.

Essentially.

Meaning.

Explanations

§13. You will <sup>1</sup>soon find it easy to <sup>1</sup>designate each class of the marginal<sup>3</sup> words. But you will <sup>1</sup>always have to <sup>1</sup>think. The more you think, the better you will like to <sup>1</sup>*do so*. The better you will like to <sup>1</sup>study.

Quickly.

Point out.

Ever.

Reason.

Think.<sup>2</sup>

Learn.

§14. <sup>1</sup>*By and by*, if you rightly use this <sup>1</sup>plan, studying and thinking will be as <sup>1</sup>interesting and pleasing, as the most delightful<sup>3</sup> <sup>1</sup>kind of play.

Soon.

Method.

Entertaining

Sort.





## LESSON III.

## THE THINKER'S TRAP.

§ 1. GIVING the <sup>1</sup>reverse of the marginal words is a very <sup>1</sup>interesting and <sup>1</sup>useful exercise. For example: I ask you to name, <sup>1</sup>*in rotation*, the reverse of the <sup>1</sup>marginal words.

§ 2. <sup>1</sup>J. says the opposite of youth-ful\* is elderly. <sup>1</sup>M. follows bookless. <sup>1</sup>A. *not at all*. M. stupefy. W. enfeeble. H. middle exercise. <sup>1</sup>Z. very great. <sup>1</sup>N. far.

§ 3. <sup>1</sup>O lessonless, or no lesson. Q. thinkerless. G. great. <sup>1</sup>R. *non-questioner*. <sup>1</sup>T. *un-meaning*, or definitionless. And <sup>1</sup>*continue thus* down the column, and <sup>1</sup>through the lesson.

§ 4. This plan brings into <sup>1</sup>play the <sup>1</sup>nicest judgment. By it you acquire attentive habits, and gradually <sup>1</sup>form the ability of <sup>1</sup>defining words with ease and <sup>1</sup>accuracy.

?  
Contrary.  
Entertaining  
Beneficial.  
Alternately.  
Side.  
James.  
Maria.  
Albert.  
Zenas.  
Nancy.  
Oliver.  
Reuben.  
Timothy.  
So on.  
To the end of  
Use.  
Keenest.  
Attain.  
Elucidating.  
Correctness.

\* See the marginal words in the first three sections of Lesson I., pages 5 and 6. Also see the Practical Spelling Book by Joseph Bartlett Burleigh.

§ 5. But you must use 'unceasing vigilance, for, before you are 'aware of it, your thoughts may be '*drawn off*' from the lesson. You will 'sometimes even name the 'marked word, which ought 'always to be omitted.

§ 6. If the 'one reading makes a mistake of this, or any other 'kind, all, who observe 'it, raise instantly their hands. Those giving this 'signal 'catch the one making the blunder, and all<sup>4</sup> whose hands are 'unraised.

§ 7. The 'definitions, synonyms, and 'examples in the margin which are neither definitions 'nor synonyms, are not 'intended to make this book so easy, that '*any one* may understand it without 'study.

§ 8. On the contrary, the 'design is to stimulate, encourage,<sup>3</sup> and, by 'progressive steps, to 'rivet the attention, and 'elevate the understanding of all.

§ 9. You cannot 'rightly use this little book without 'thinking. The useful habit of thinking will 'tend to keep you from 'harm, and make you 'better and happier.<sup>3</sup>

?  
Untiring.  
Sensible.  
Diverted.  
Now and then.  
Noted.  
At all times.  
Person.  
Sort.  
The mistake.  
Sign.  
Trap.  
Down.  
Illustrations.  
Other words.  
Or.  
Designed.  
A person.  
Attention.  
Object.  
Gradual.  
Fix.  
Improve.  
Correctly.  
Cogitating.  
Help.  
Evil.  
Wiser.

§ 10. I will now 'tell you more about the thinker's trap. 'Suppose I give out *young*,\* and 'request the class to spell it by syllable. 'J. begins, y-o-u-t-h. 'G. pronounces<sup>3</sup> the syllable *youth*. 'L. spells f-u-l, and D. pronounces the syllable *ful*, and 'T. pronounces the 'word *youthful*.

§ 11. Again, I 'require another class to spell *youthful*\* by letter. 'J. begins y, M. instantly follows o, 'A. u, C. n, 'E. g, and S. pronounces *young*.\* I pronounce *book*.\* J. says w, 'M. o, A. r, C. k, and 'E. pronounces *work*.\*

§ 12. 'Suppose I give out *young*.\* 'R. says y, M. o, A. u, C. t, E. h, and 'J. pronounces the syllable<sup>3</sup> youth. M. f, A. u, C. l, and 'E. pronounces 'it *youthful*,\* and so on.

§ 13. This whole 'exercise should be 'conducted without making the slightest<sup>3</sup> pause. To do this, the 'mind must be intently fixed on the 'subject. Why do you 'suppose this little book is 'called THE THINKER?

?  
Mention.

Should.

Require.

John.

George.

Louisa.

Timothy.

Term.

Request.

Jane.

Anna.

Eliza.

Maria.

Elizabeth.

Grant that.

Rachael.

Julianna.

Emma.

The word.

Task.

Continued.

Attention.

Exercise.

Think.

Named.

\* See Sections one and ten on pages 5 and 7, respectively.



## LESSON IV.?

## DIRECTIONS.

§1. The <sup>1</sup>judgment, like the body, increases in <sup>1</sup>strength, by proper exercise. <sup>1</sup>Hence you should tell in <sup>1</sup>every lesson the difference in meaning between some <sup>1</sup>marked words and <sup>1</sup>their substitutes.

§2. In <sup>1</sup>using this book you must, in every line, look quickly to <sup>1</sup>see the marked word, think rapidly to <sup>1</sup>give its meaning, and reason <sup>1</sup>correctly to tell the <sup>1</sup>difference between it and its marginal <sup>1</sup>correspondent.

?  
Mind.2  
Power.  
Consequently  
Each.  
Designated.  
The.  
Reading.  
Observe.  
Tell.  
Accurately.  
Variation.  
Definition.

§ 3. This little book is <sup>1</sup>designed for usefulness,<sup>3</sup> not <sup>1</sup>amusement. You cannot read it <sup>1</sup>through too many times. It would be all the better if you <sup>1</sup>could <sup>1</sup>say every word of it by heart.

§ 4. There<sup>3</sup> are <sup>1</sup>a great many words to <sup>1</sup>define in this book. Each word, generally, has more than one <sup>1</sup>definition. But be not <sup>1</sup>discouraged.

§ 5. First become <sup>1</sup>perfectly familiar with the <sup>1</sup>meaning of the marked words in the <sup>1</sup>lines where they are used. It is <sup>1</sup>injurious to begin a new <sup>1</sup>lesson till you fully know the old.<sup>4</sup>

§ 6. When you <sup>1</sup>begin one part be sure to <sup>1</sup>know it before taking another.<sup>4</sup> No matter if you <sup>1</sup>have to read the book <sup>1</sup>a dozen times, the great object should be to get <sup>1</sup>knowledge.

§ 7. I would rather have a <sup>1</sup>thorough knowledge of one book, than <sup>1</sup>an imperfect acquaintance<sup>3</sup> with the <sup>1</sup>contents of a thousand <sup>1</sup>volumes.\* Never undertake <sup>1</sup>but one thing at a time. Concentrate your <sup>1</sup>entire mind upon it. <sup>1</sup>Persevere, and success is certain.

?  
Intended.  
? Pastime.2  
From begin-  
ning to end.  
Were able to  
Repeat.2  
Numerous.  
? Elucidate.  
Signification.  
Disheartened  
Entirely.  
? Definition.  
Places.2  
Hurtful.  
Task.  
Undertake.  
? Understand.  
Are obliged.  
Twelve.  
Information.  
Perfect.  
? A superficial.  
Themes.2  
Tomes.2  
More than.  
Whole.  
Press on.

\* See 1 Corinthians, chap. xiv. verse 19.

§8. The great <sup>1</sup>multiplicity of marginal <sup>1</sup>words gives the best mental <sup>1</sup>exercise, and a command of language.<sup>3</sup>

§9. Telling the <sup>1</sup>difference in meaning between the marginal <sup>1</sup>words, and those <sup>1</sup>marked by the,<sup>1</sup> gives an accuracy<sup>3</sup> in the use of <sup>1</sup>terms.

§10. You learn practically<sup>3</sup> the <sup>1</sup>application of definitions. You <sup>1</sup>look quickly to see the,<sup>1</sup> think <sup>1</sup>rapidly to give the <sup>1</sup>meaning,<sup>4</sup> and reason correctly to tell the <sup>1</sup>difference between the marked <sup>1</sup>term and its substitute.

§11. The <sup>1</sup>quicker you look, the <sup>1</sup>quicker you can look.<sup>3</sup> The quicker you <sup>1</sup>think, the quicker you can think. The <sup>1</sup>closer you reason, the closer you can <sup>1</sup>reason.

§12. True, this <sup>1</sup>plan requires attention. But nothing <sup>1</sup>valuable is earned without <sup>1</sup>labor. It<sup>3</sup> is the parent of virtue, and the <sup>1</sup>patron of comfort.

§13. As the choicest <sup>1</sup>fruits are not perfected without <sup>1</sup>sedulous labor, so the <sup>1</sup>transcendent beauties and powers of the mind, are only <sup>1</sup>developed after the most unwearied<sup>3</sup> <sup>1</sup>culture.

?  
Diversity.  
Substitutes.  
Practice.  
Variation.  
Expressions.  
Labelled.  
Words.  
Use.  
Glance.  
Closely.  
Definition.  
Variation.  
Word.  
Often<sup>2</sup>.  
Readier<sup>2</sup>.  
Deliberate<sup>2</sup>.  
Nicer<sup>2</sup>.  
Think.  
Method.  
Serviceable.  
Industry.  
Promoter.  
Productions.  
Unceasing.  
Surpassing.  
Unfolded.  
Nurture.



# LESSON V.



## RULES FOR READING.

RULE I. <sup>1</sup>Study every reading<sup>3</sup> lesson, and endeavor to understand <sup>1</sup>thoroughly the <sup>1</sup>meaning of every word.

RULE II. Always strive to <sup>1</sup>enter into the spirit of the <sup>1</sup>piece, and impart the feelings<sup>3</sup> and <sup>1</sup>sentiments of its <sup>1</sup>author.

<sup>1</sup>RULE III. In reading, as well as in talking,<sup>3</sup> always sit or stand <sup>1</sup>erect; hold up your head, and <sup>1</sup>throw back <sup>1</sup>your shoulders.

RULE IV. Avoid <sup>1</sup>beginning to read <sup>1</sup>when you are out of breath.<sup>3</sup> Do not <sup>1</sup>hold your book too near your face.

RULE V. Strive to <sup>1</sup>pronounce distinctly and <sup>1</sup>correctly each letter, syllable,<sup>3</sup> and word. <sup>1</sup>Aim to make what you read perfectly <sup>1</sup>plain to your <sup>1</sup>audience.

?  
Look over.<sup>2</sup>  
Perfectly.  
Definition.  
Imbibe.<sup>2</sup>  
Article.  
Views.  
Writer.  
Direction.  
Upright.  
Stretch.<sup>2</sup>  
The.<sup>2</sup>  
Commencing  
While.<sup>2</sup>  
Bring.<sup>2</sup>  
Articulate.  
Properly  
Strive.  
Clear.  
Hearers.

RULE VI. Neither mumble nor <sup>1</sup>clip your words. Always<sup>3</sup> begin a <sup>1</sup>sentence, so as to be able to <sup>1</sup>rise or fall, as the sense <sup>1</sup>requires.

RULE VII. Be very <sup>1</sup>careful neither to <sup>1</sup>read too fast nor too slow. Strive to <sup>1</sup>speak deliberately<sup>3</sup> and distinctly, so that you <sup>1</sup>may be clearly understood.

RULE VIII. When you read to <sup>1</sup>persons in a small <sup>1</sup>room, you should speak lower than in a large <sup>1</sup>one. Reading<sup>3</sup> is talking what is <sup>1</sup>written.

RULE IX. Keep your voice <sup>1</sup>perfectly natural,<sup>3</sup> and read <sup>1</sup>just as if you were <sup>1</sup>telling the same information to those present without <sup>1</sup>a book. The best readers are those who <sup>1</sup>talk the <sup>1</sup>exercise the best.

RULE X. Look <sup>1</sup>ahead of the word you are speaking, so as to <sup>1</sup>lay stress on the right <sup>1</sup>syllables, emphasize<sup>3</sup> the proper words, and avoid repeating <sup>1</sup>or miscalling <sup>1</sup>them.

RULE XI. <sup>1</sup>Raise your eyes<sup>3</sup> in every line, and look at the <sup>1</sup>audience, the same as <sup>1</sup>though you were talking to them <sup>1</sup>about the subject.

?  
Shorten.  
Paragraph.2  
Increase.  
Demands.2  
Attentive.  
Speak.2  
Read.  
Can.  
Individuals.  
Apartment.  
Room.  
Printed.2  
Entirely.  
Exactly.  
Relating.  
The.2  
Relate.  
Piece.  
Forward.  
Accent.  
Letters.2  
And.2  
The words.  
Lift up.  
Hearers.  
If.  
Respecting.



# LESSON VI.?

## RULES FOR READING.

RULE XII. Let your <sup>1</sup>manner<sup>4</sup> be <sup>?</sup>Method.  
<sup>1</sup>suited to the subject, the style<sup>3</sup> and <sup>?</sup>Appropriate.  
the <sup>1</sup>occasion. Always read as though <sup>?</sup>Place.<sup>2</sup>  
you had something to <sup>1</sup>say. <sup>?</sup>Tell.<sup>2</sup>

RULE XIII. Strive<sup>3</sup> to <sup>1</sup>enlist the <sup>?</sup>Engage.  
attention of your hearers. <sup>1</sup>Keep <sup>?</sup>Concen-  
your <sup>1</sup>mind on the subject, and try to <sup>?</sup>trate.<sup>2</sup>  
<sup>1</sup>convey easily and naturally its <sup>?</sup>Attention.  
meaning. <sup>1</sup>Mind<sup>6</sup> properly all pauses. <sup>?</sup>Impart.  
<sup>?</sup>Notice.

RULE XIV. All <sup>1</sup>conversations be- <sup>?</sup>Dialogues.  
tween two persons, — <sup>1</sup>between more <sup>?</sup>Colloquies.  
than two,<sup>4</sup> and all <sup>1</sup>kinds of stories, <sup>?</sup>Sorts.  
both in prose and <sup>1</sup>poetry, should be <sup>?</sup>Verse.  
read the same as <sup>1</sup>if you had no book,<sup>4</sup> <sup>?</sup>Though.  
and were talking<sup>3</sup> to those <sup>1</sup>present. <sup>?</sup>Listening.

RULE XV. Guard against all <sup>1</sup>sing- <sup>?</sup>Sing-song.  
ing tones. Always read <sup>1</sup>carefully. <sup>?</sup>Attentively.  
Never hesitate<sup>3</sup> or <sup>1</sup>drawl your words. <sup>?</sup>Speak too  
slow.

RULE XVI. Read <sup>1</sup>poetry slowly, <sup>1</sup>distinctly, and in a natural tone. Aim to get the <sup>1</sup>sense. Pause not at the end of a line, if there be no <sup>1</sup>stop, nor unless the sense requires<sup>3</sup> <sup>1</sup>it.

RULE XVII. Poetry <sup>1</sup>requires the closest attention. Pay <sup>1</sup>particular <sup>1</sup>notice<sup>6</sup> to the length of the lines. *<sup>1</sup>Guard against singing<sup>3</sup> tones.*

RULE XVIII. All <sup>1</sup>cheerful, gay, and <sup>1</sup>humorous pieces, <sup>3</sup>should be read in a quick and <sup>1</sup>animated way.

RULE XIX. Descriptions<sup>3</sup> of <sup>1</sup>hurry, <sup>1</sup>violent anger, and sudden fear, should be <sup>1</sup>read in the quickest way.

RULE XX. Words or phrases <sup>1</sup>conveying new or important <sup>1</sup>ideas; all exclamatory words; the most <sup>1</sup>weighty parts in a <sup>1</sup>sentence; repetitions, and words contrasted *with*, or <sup>1</sup>opposed *to*, other words, should be <sup>1</sup>emphasized.

REMARKS.—<sup>1</sup>Good books, systematic rules, <sup>1</sup>skilful teachers, and excellent <sup>1</sup>schools are of very great benefit; but all <sup>1</sup>united can never make good readers, or <sup>1</sup>profound scholars of those who are not attentive and do not <sup>1</sup>THINK.

Verse. ?

Clearly.

Meaning.

Mark.

A pause.

Needs.2 ?

Especial  
Attention.

Shun.

Lively. ?

Witty.

Sprightly.

Impetuosity. ?

Vehement.

Delivered.

Imparting. ?

Thoughts.

Essential.

Section.

Contrary.

Accented.

The best. ?

Able.

Seminaries.

Combined.

Learned.

Ponder.

## LESSON VII.?

## OUR RELATIONS.

|                                                                                          |                         |   |
|------------------------------------------------------------------------------------------|-------------------------|---|
| Your papa's wife is your <sup>1</sup> M . . . ' . . . ,                                  | <sup>?</sup><br>Mother. | ? |
| Your mamma's husband is your <sup>1</sup> F . ' . . . . ,                                | Father.                 |   |
| Your papa's father is your <sup>1</sup> G . . . . ' - F . ' . . . . ,                    | Grandfather.            |   |
| Your papa's mother is your <sup>1</sup> G . . . . ' - M . . . ' . . .                    | Grandmother.            |   |
| Your mamma's <sup>1</sup> father and mother                                              | Papa.                   | ? |
| Are your grand-father and <sup>1</sup> G . . . . ' - M . . . ' . . . ,                   | Grandmother.            |   |
| Your papa's brother is your <sup>1</sup> U . . . . ,                                     | Uncle.                  |   |
| Your papa's sister is your <sup>1</sup> A . . . .                                        | Aunt.                   |   |
| Your <sup>1</sup> mamma's brother and sister                                             | Mother's                | ? |
| Are your U . . . . and aunt,                                                             | Uncle.                  |   |
| James is his uncle's <sup>1</sup> N . . . . ' . . .                                      | Nephew.                 |   |
| Mary is her uncle's <sup>1</sup> N . . . .                                               | Niece.                  |   |
| Your <sup>1</sup> papa's and your mamma's child                                          | Parents.'               | ? |
| Is your brother or <sup>1</sup> S . . . . .                                              | Sister.                 |   |
| Your uncle's <sup>4</sup> and your aunt's <sup>4</sup> are your <sup>1</sup> C . . . . . | Cousins.                |   |
| Bring grand-papa his <sup>1</sup> c . . . to walk with.                                  | Cane.                   |   |
| Set the <sup>1</sup> a . . - c . . . . by the fire for grand-ma.                         | Arm-chair.              | ? |
| Ask papa to play at hide and <sup>1</sup> s . . . with you.                              | Seek.                   |   |
| When your uncle <sup>1</sup> comes you shall                                             | Arrives.                |   |
| Take a <sup>1</sup> r . . . upon his horse.                                              | Ride.                   |   |

## LESSON VIII.?

## I DID NOT THINK.

§1. A <sup>1</sup>BOY was once asked *a plain question*,<sup>4</sup> which he did not <sup>1</sup>answer. His <sup>1</sup>preceptor put it to the next,<sup>4</sup> who answered<sup>3</sup> it; then the first <sup>1</sup>cried out, "O, I did not <sup>1</sup>think."

§2. I have <sup>1</sup>often thought<sup>3</sup> of this boy's expression. <sup>1</sup>Perhaps if I explain my <sup>1</sup>views, you may be able to <sup>1</sup>understand them.

§3. If I see a boy <sup>1</sup>looking about <sup>1</sup>heedlessly, or turning<sup>3</sup> his head at every <sup>1</sup>move, I say he "does not <sup>1</sup>think," or he would not thus break the <sup>1</sup>rules of the school.

§4. When I <sup>1</sup>find a scholar<sup>3</sup> frequently <sup>1</sup>absent from school, or late, I always <sup>1</sup>conclude that he "does not <sup>1</sup>think," for he either has a poor <sup>1</sup>lesson, or none *at all*.

Lad. ?

Explain.

Teacher.

Said.2

Reflect.

Frequently.

Probably.

Reflections.

Comprehend.

Staring.

Carelessly.

Noise.2

Reason.

Regulations.

Observe.2

Away.

Infer.

Reflect.

Recitation.

§ 5. Some<sup>4</sup> will not <sup>1</sup>go to school. Attend.<sup>?</sup>  
 They <sup>1</sup>say they are too ignorant, too Affirm.  
 old, or too <sup>1</sup>much occupied<sup>3</sup> with other Busily.  
<sup>1</sup>things. Surely, they “do not think.” Matters.

§ 6. Do not say you are too <sup>1</sup>igno- Unlearned.  
 rant<sup>3</sup> to <sup>1</sup>need instruction, or too old Require.  
 to <sup>1</sup>get it, since you will have much Obtain.  
<sup>1</sup>use for it; nor too busy to attend to Occasion.  
 the very <sup>1</sup>thing for which you were Business.<sup>2</sup>  
<sup>1</sup>born. Created.

§ 7. When I see youth <sup>1</sup>careless of Thoughtless.  
 advice, bent on the <sup>1</sup>indulgence of Gratification.  
 their own wishes, and <sup>1</sup>indifferent to Regardless of  
 the future,<sup>3</sup> I know “they <sup>1</sup>do not Will.<sup>2</sup>  
<sup>1</sup>think.” Reflect.

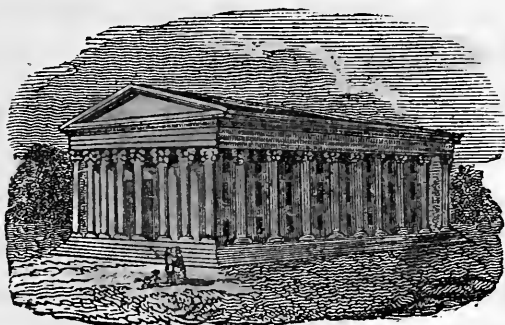
§ 8. <sup>1</sup>Thoughtful pupils will not Attentive.  
 thus <sup>1</sup>throw away their time, and lose Trifle.<sup>2</sup>  
 the best things in this <sup>1</sup>life, and the World.<sup>2</sup>  
 hopes of the life to come, for <sup>1</sup>momen- Transitory.  
 tary<sup>3</sup> <sup>1</sup>pleasure. Joy.

§ 9. Rest<sup>1</sup>assured that you can never Satisfied.<sup>2</sup>  
 get <sup>1</sup>good lessons,<sup>3</sup> nor love the school, Acceptable.  
 nor make your homes <sup>1</sup>happy, nor, Agreeable.<sup>2</sup>  
 above all, please <sup>1</sup>God, unless you Your Creator.  
<sup>1</sup>think, and are attentive to the various Reflect.  
 duties that may be <sup>1</sup>assigned you by Allotted.  
 your teachers and <sup>1</sup>parents. Friends.<sup>2</sup>

## LESSON IX.?

## A WASP AND A BEE.

- |                                                                                                                                                                                                      |                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| 1. A WASP met a bee just <sup>1</sup> b . . . ' . . . by,<br>And said, "Dear cousin, can you tell me <sup>1</sup> w . .<br>You are <sup>1</sup> l . . . . so much better than I?                     | ?<br>Buzzing.<br>Why.<br>Liked.   |
| 2. "My b . . . is as yellow as gold,<br>And my shape is elegant to <sup>1</sup> b . ' . . . . ;<br>Yet <sup>1</sup> n . . . like me for that, I am told."                                            | Back.<br>Behold.<br>None.         |
| 3. "Ah ! <sup>1</sup> f . . . . .," said the bee, "it is very true,<br>But if I loved half as much mischief to <sup>1</sup> d . ,<br>Then I'd be liked no <sup>1</sup> b . ' . . . than you.         | Friend.<br>Do.<br>Better.         |
| 4. "You've a fine shape, and a <sup>1</sup> d . ' . . . . wing,<br>You are <sup>1</sup> b . . . ' . . . . , but yet there's a thing<br>That can't be endured, that is your <sup>1</sup> s . . . . ." | Delicate.<br>Beautiful.<br>Sting. |
| 5. "My coat is <sup>1</sup> h . . . ' . . and plain, as you see,<br>Yet none are <sup>1</sup> a . ' . . . with me,<br>For I'm a useful and quiet <sup>1</sup> b . . ."                               | Homely.<br>Angry.<br>Bee.         |
| 6. From this little story you should <sup>1</sup> b . ' . . . .<br><sup>1</sup> I . , like the wasp, ill-natured you are,<br>You'll never be <sup>1</sup> l . . . . though ever so fair.             | Beware.<br>If.<br>Loved.          |



?

## LESSON X.

THE BOOT-BLACK AND THE COLLEGE PRESIDENT.

§ 1. SOME <sup>1</sup>*score* of years since, the President of a well known <sup>1</sup>College in Kentucky was <sup>1</sup>astonished by the entrance<sup>3</sup> of <sup>1</sup>*a singular* person into his private <sup>1</sup>study.

? Twenty.

§ 2. The <sup>1</sup>visitor was a boy about seventeen<sup>3</sup> years of age, rough and <sup>1</sup>uncouth in his <sup>1</sup>appearance.

University.

Amazed.

An odd.

Room.

Person.

Awkward.

Looks.

§ 3. He was <sup>1</sup>dressed coarsely,<sup>3</sup> with thick <sup>1</sup>clumsy shoes on his feet, and an old tattered <sup>1</sup>*felt-hat* on his head.

Clothed.

Bungling.

Wool-hat.

§ 4. His eyes were quick and <sup>1</sup>sparkling, but vacant<sup>3</sup> and <sup>1</sup>inexpressive, from the want of <sup>1</sup>education.

Brilliant.

Unmeaning.

Mental culture.

§ 5. The whole appearance<sup>3</sup> of the <sup>1</sup>lad was that of an untaught, <sup>1</sup>uncultivated, but well-meaning, <sup>1</sup>plough-boy.

§ 6. The President, a mild<sup>3</sup> and <sup>1</sup>ven-erable man, inquired into the <sup>1</sup>business of the person who <sup>1</sup>stood before him.

§ 7. "If you <sup>1</sup>please, sir," said the lad, with all the <sup>1</sup>hesitancy of an un-educated<sup>3</sup> <sup>1</sup>rustic, "I would like to make arrangements to get <sup>1</sup>some learning.

§ 8. "I <sup>1</sup>heard you had a college, and I thought<sup>3</sup> if I would work <sup>1</sup>a spell, you would <sup>1</sup>help me now and then in <sup>1</sup>getting an education."

§ 9. "Well, my young friend," <sup>1</sup>replied the President, "I <sup>1</sup>scarcely can see any way in which you can be <sup>1</sup>useful to us. The request<sup>3</sup> is <sup>1</sup>something <sup>1</sup>singular."

§ 10. "Why, I can <sup>1</sup>bring water, cut wood, black your boots,"<sup>3</sup> <sup>1</sup>interrupted the boy with warmth, his eyes <sup>1</sup>bright-ening in his <sup>1</sup>earnestness.

§ 11. "I <sup>1</sup>want an education. I want to <sup>1</sup>make something of myself. I do not care how hard I <sup>1</sup>work, if I can only get an education. I <sup>1</sup>want<sup>4</sup>—."

?  
Boy. ?  
Unimproved.  
Country-boy.  
Aged.2 ?  
Wants.  
Was.2  
Are willing. ?  
Diffidence.  
Countryman.  
An education  
Understood. ?  
Awhile.  
Assist.  
Obtaining.  
Answered. ?  
Hardly.  
Beneficial.  
Certainly.  
Unusual.  
Fetch. ?  
Replied.  
Snapping.  
Eagerness.  
Wish.2 ?  
Elevate.  
Toil.  
Desire.



§12. He <sup>1</sup>*paused at a loss* for words to express his <sup>1</sup>ideas. But there was a <sup>1</sup>language in the expressive<sup>3</sup> lip, and the <sup>1</sup>glancing eye.

§13. There was a <sup>1</sup>language in his manner, in the <sup>1</sup>tone in which the words were <sup>1</sup>spoken, that appealed<sup>3</sup> at once to the <sup>1</sup>President's feelings.

§14. But he <sup>1</sup>determined to try the sincerity<sup>3</sup> of the <sup>1</sup>youth. "I am afraid, my young friend, that <sup>1</sup>I cannot, at present, do anything <sup>1</sup>for you.

§15. "I would like to <sup>1</sup>assist you, but I can <sup>1</sup>see no way in which you may be useful to <sup>1</sup>the college. We have <sup>1</sup>already hands enough."<sup>3</sup>

§16. The President <sup>1</sup>*resumed his book*. In a <sup>1</sup>moment he looked at the <sup>1</sup>plough-boy, who, silent and <sup>1</sup>mute,<sup>3</sup> stood <sup>1</sup>holding the handle of the door.

§17. He fingered his rough <sup>1</sup>hat confusedly with one hand. His <sup>1</sup>eyes were <sup>1</sup>downcast, and his lip quivered.<sup>3</sup>

§18. He <sup>1</sup>trembled in trying to repress strong and sudden <sup>1</sup>feelings of <sup>1</sup>intense disappointment.<sup>3</sup>

?  
Hesitated.

Thoughts.

Meaning.

Piercing.

Signification.

Modulation.

Uttered.

Professor's.2

Resolved.

Boy.2

We.2

To assist.2

Aid.

Think of

Us.2

Now.

Began again  
to read.

Short time.

Country-lad.

Grasping.2

Cap.2]

Countenance  
was.

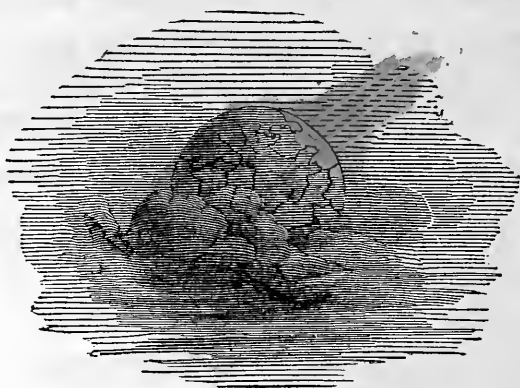
Drooping.

Shook.

Emotions.

Bitter.

(Concluded on page 29.)



## LESSON XI.?

## EARLY RISING.

1. THE lark<sup>s</sup> is up to <sup>1</sup>meet the sun,  
     The <sup>1</sup>bee is on the wing;  
 The ant his <sup>1</sup>labor has begun,  
     The <sup>1</sup>groves with music ring.

2. And shall I sleep<sup>s</sup> when <sup>1</sup>beams of morn,  
     Their light and <sup>1</sup>glory shed?  
 For <sup>1</sup>thinking beings were not born  
     To <sup>1</sup>waste their time in bed.

3. <sup>1</sup>Shall birds,<sup>s</sup> and bees, and ants be wise,  
     While I my <sup>1</sup>time thus waste?  
 O let me with the <sup>1</sup>morning rise,  
     And to my <sup>1</sup>duty haste.

?  
 Greet.2  
 Bees are.2  
 Toiling.  
 Woods.  
 ?  
 Rays.  
 Beauty.2  
 Human.  
 Spend.2  
 ?  
 Must.2  
 Moments.  
 Dawning.  
 Labor.2

## LESSON XII.?

THE BOOT-BLACK AND THE COLLEGE PRESIDENT.

(Concluded.)

§1. THE boy's <sup>1</sup>effort was but half <sup>?</sup>Attempt.  
 successful.<sup>3</sup> Tears <sup>1</sup>rolled over his <sup>2</sup>Flowed.  
 sunburnt cheeks. He <sup>1</sup>quickly raised <sup>2</sup>Suddenly.  
 his hand, and <sup>1</sup>brushed them away. <sup>2</sup>Wiped.

§2. The lad, on <sup>1</sup>retiring, made an <sup>2</sup>Leaving.  
 awkward, but well <sup>1</sup>intended, bow. <sup>2</sup>Meant.  
 The President <sup>1</sup>called him back. In <sup>2</sup>Summoned.  
 a few minutes<sup>3</sup> he was <sup>1</sup>hired <sup>2</sup>as man-  
*of-all-work, and boot-black to the —* <sup>2</sup>To do chores  
<sup>1</sup>College. <sup>2</sup>for.  
<sup>2</sup>Seminary.

§3. The next <sup>1</sup>scene which we give <sup>2</sup>Exhibition.  
 you, is in a new and <sup>1</sup>magnificent <sup>2</sup>Splendid.  
 church,<sup>3</sup> rich with the <sup>1</sup>beauties of <sup>2</sup>Ornaments.  
 architecture, <sup>1</sup>thronged with an im- <sup>2</sup>Filled.  
 mense and highly intellectual <sup>1</sup>crowd. <sup>2</sup>Assembly.

§4. The <sup>1</sup>congregation listened<sup>3</sup> in <sup>2</sup>Audience.  
<sup>1</sup>death-like stillness to the burning <sup>2</sup>Solemn.  
<sup>1</sup>eloquence of the minister, who faith- <sup>2</sup>Pleading.  
 fully delivered the <sup>1</sup>mission of his <sup>2</sup>Message.  
<sup>1</sup>Master. <sup>2</sup>Savior.

§ 5. The <sup>1</sup>speaker was a man in the full glow of middle age, of <sup>1</sup>striking and <sup>1</sup>impressive appearance.<sup>3</sup>

§ 6. Every eye was <sup>1</sup>fixed on him; every lip was <sup>1</sup>hushed, and every ear listened with nervous <sup>1</sup>intensity to the eloquent<sup>3</sup> teachings of the <sup>1</sup>orator.

§ 7. Who, in all that <sup>1</sup>throng, knew that the <sup>1</sup>famed, the learned,<sup>3</sup> the <sup>1</sup>eloquent President of — College, in <sup>1</sup>Pennsylvania, was once the humble boot-black of — College, in <sup>1</sup>Ky.

§ 8. My young <sup>1</sup>readers, however disheartening<sup>3</sup> may be your <sup>1</sup>circumstances; however friendless and <sup>1</sup>forlorn your <sup>1</sup>lot may be, never cease to <sup>1</sup>persevere in acquiring knowledge.

§ 9. <sup>1</sup>Support yourselves<sup>3</sup> by honest industry, and it will give you a <sup>1</sup>competence. It will <sup>1</sup>raise you, as it did the College President, in the <sup>1</sup>estimation of the wise and the <sup>1</sup>good.

§ 10. It will <sup>1</sup>enable you, when this life <sup>1</sup>ends, to enter, under more favorable circumstances,<sup>3</sup> the <sup>1</sup>eternal life, and leave on earth a <sup>1</sup>shining example for others to <sup>1</sup>follow.

?  
Divine.  
Commanding  
Intelligent.  
Riveted.  
Silenced.  
Anxiety.  
Speaker.2  
Assemblage.  
Noted.  
Persuasive.  
Pa.  
Kentucky.  
Friends.2  
Prospects.  
Forsaken.  
Condition.  
Persist.  
Maintain.  
Livelihood.  
Elevate.  
Opinion.  
Virtuous.  
Assist.  
Closes.  
Never-ending  
Brilliant.  
Imitate.

## LESSON XIII.?

## TO THE YOUNG STUDENT.

1. TOIL on, young<sup>s</sup> student! <sup>1</sup>thine is not  
The <sup>1</sup>conqueror's laurel crown;  
No <sup>1</sup>blood is on the shining leaf,  
That wreathes thy <sup>1</sup>bright renown.
2. Toil on! <sup>1</sup>beneath no flower-decked mead  
Lies <sup>1</sup>hidden golden<sup>s</sup> ore;  
And thou must <sup>1</sup>delve Time's deepest caves  
To <sup>1</sup>gather classic lore.
3. Thou <sup>1</sup>seest not yet life's many<sup>s</sup> paths,  
With <sup>1</sup>dangers ever rife:  
Thou <sup>1</sup>hear'st not yet the battle's din  
Rise from its <sup>1</sup>field of strife.
4. <sup>1</sup>*But from* the armory of Truth<sup>s</sup>  
<sup>1</sup>*Choose out* thy weapons keen,  
And keep them <sup>1</sup>bright with daily toil,  
Till <sup>1</sup>comes thy trial-scene.
5. As thou hast used <sup>1</sup>thy gifts<sup>s</sup> of youth,  
So <sup>1</sup>wilt thou be repaid,  
When the white <sup>1</sup>blossoms of the grave  
Are on thy <sup>1</sup>temples laid.

?  
Yours.  
Warrior's.  
Gore.  
True.<sup>2</sup>

Under.  
Buried.  
Dig.  
Treasure.

Know'st.<sup>2</sup>  
Errors.<sup>2</sup>  
Learn'st  
Plain.<sup>2</sup>

Amongst.  
Select.<sup>2</sup>  
Clean.  
Dawns.

The.<sup>2</sup>  
Shalt.  
Flowers.  
Forehead.

## LESSON XIV.?

## A THOUGHT FOR EVERY DAY.

§1. We see not in this <sup>1</sup>life the end of <sup>1</sup>human actions; their influence never dies. In ever widening <sup>1</sup>circles it reaches beyond<sup>3</sup> the <sup>1</sup>grave.

§2. Death <sup>1</sup>removes us from this<sup>4</sup> to an eternal world. Time <sup>1</sup>determines what shall be our <sup>1</sup>future condition.

§3. Every <sup>1</sup>morning when we go forth, we lay the moulding <sup>1</sup>hand on our <sup>1</sup>destiny, and every evening<sup>3</sup> we leave <sup>1</sup>*a deathless* impress upon our <sup>1</sup>characters.

§4. We touch not a wire but <sup>1</sup>vibrates in eternity; each thought <sup>1</sup>reports at the <sup>1</sup>throne of God. Let youth <sup>1</sup>especially think of these things.<sup>3</sup>

§5. Let <sup>1</sup>*every one* remember<sup>3</sup> that in <sup>1</sup>the world, where character is in its formation state, it is a <sup>1</sup>serious thing to THINK, to SPEAK, to <sup>1</sup>ACT.

World.<sup>2</sup>?

Our.

Spaces.<sup>2</sup>

Tomb.

Carries.

Decides.

Final.

Day.<sup>2</sup>

Impress.

Ultimate end.

An undying.

Souls.<sup>2</sup>

Quivers.

Echoes.

Footstool.

Particularly.

All.

This.

Solemn.

Perform.



# LESSON XV. ?

## PILGRIMS OF PENNSYLVANIA.

- |                                                                                                                                                                                                            |                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| 1. 'Twas 'under the broad Elm that tower'd by yon flood,<br>They first met 'their mild warfare to wage ;<br>'Where the end was gained, without battle or blood,<br>And the savage 'bowed down to the sage. | ?<br>Beneath.<br>The.<br>There.<br>Kneeled.  |
| 2. The time is long past, and the 'cabin and cave,<br>Where our 'forefathers dwelt, are no more.<br>And gardens and palaces 'margin the wave,<br>That 'laved but the desert before.                        | Cottage.<br>Ancestors.<br>Border.<br>Washed. |
| 3. But ne'er 'shall their memory be lost in the land,<br>That their toils to their 'offspring bequeathed ;<br>And oft 'shall each name of the patriot band,<br>In praise and in 'blessing be breathed.     | Will.<br>Children.<br>May.<br>Honor.         |
| 4. And still be remembered the 'spot where it stood,<br>The 'Elm in its time-honored age,<br>Where Penn 'won the land without battle or blood ;<br>And the savage 'bowed down to the sage.                 | Place.<br>Tree.<br>Gained.<br>Reverenced.    |



## LESSON XVI.?

IT HAS AN INFLUENCE.

§1. A LADY who found it <sup>1</sup>difficult to awake as <sup>1</sup>early as she wished in the morning,<sup>3</sup> <sup>1</sup>purchased an alarm-watch.

Hard.?

Soon.

Bought.

Fixed.2

Buzzing.

Time.2

Put.2

Couch.

Hour.2

Noise.

Summons.

Stronger.2

Lasted.

Promptly.2

Duty.

Instantly.

Afterwards.

Aroused.

Minded.

Slumbered.

§2. These watches are so <sup>1</sup>contrived, as to strike with a loud <sup>1</sup>whirring noise, at any <sup>1</sup>hour they are set.

§3. The lady <sup>1</sup>placed her watch at the head of the <sup>1</sup>bed, and at the appointed <sup>1</sup>time, she found herself fully roused by the long rattling<sup>3</sup> <sup>1</sup>sound.

§4. She instantly obeyed the <sup>1</sup>call, and felt <sup>1</sup>better all day for her early rising; this <sup>1</sup>continued for several weeks. The watch <sup>1</sup>faithfully performed its <sup>1</sup>office, and was heard, so long as it was <sup>1</sup>promptly obeyed.

§5. But <sup>1</sup>by and by, when the lady was <sup>1</sup>awakened by the noisy monitor,<sup>3</sup> she <sup>1</sup>heeded not its voice, but merely opened her eyes and <sup>1</sup>slept again.



§ 6. <sup>1</sup>In a few days, the watch ceased to <sup>1</sup>arouse her. It spoke just as loudly as ever, but she <sup>1</sup>did not hear it, because she had <sup>1</sup>acquired the habit of disobeying<sup>3</sup> its kind <sup>1</sup>monitions.

§ 7. <sup>1</sup>Finding that she might just as well be without <sup>1</sup>an alarm-watch, she <sup>1</sup>resolved, that if she awakened again,<sup>3</sup> she would <sup>1</sup>jump from her bed, and never <sup>1</sup>allow herself to disobey the friendly <sup>1</sup>warning.

§ 8. Just <sup>1</sup>so it is with conscience.<sup>3</sup> If we <sup>1</sup>obey its dictates, even in the most trifling <sup>1</sup>particulars, we always hear its voice, clear and <sup>1</sup>strong.

§ 9. But if we <sup>1</sup>permit ourselves to do what, we have some fears, may <sup>1</sup>not be *quite right*, we shall <sup>1</sup>grow more and more sleepy, until the <sup>1</sup>voice of conscience loses its <sup>1</sup>power to wake us.

§ 10. <sup>1</sup>Remember, that every habit, and every <sup>1</sup>association, has an influence, either for <sup>1</sup>weal or <sup>2</sup>woe, and that it lasts FOREVER. Shun with horror<sup>3</sup> even the <sup>1</sup>smallest sins; for one crime always <sup>1</sup>paves the way for another of greater <sup>1</sup>enormity.

After. ?

Awaken.

Could.

Formed.

Warnings.

Seeing.

The.2

Determined.

Spring.

Permit.

Voice.

Thus.

Mind.

Instances.

Loud.

Allow.

Be wrong.

Become.

Alarm.

Strength.

Recollect.

Companion.

Good.

2 Evil.

Least.

Leads.

Wickedness.

§ 11. All<sup>4</sup> must soon die. The <sup>1</sup>happiness of the <sup>1</sup>portion of life that is now <sup>1</sup>remaining, depends<sup>4</sup> in a great measure, upon the <sup>1</sup>way in which we <sup>1</sup>heed the warning voice of conscience.

?  
Bliss.  
Part.  
Before us.  
Manner.  
Mind.

§ 12. When we are <sup>1</sup>tempted to embrace evil habits or associations, <sup>1</sup>this friend <sup>1</sup>deserts us not. Its silent <sup>1</sup>monitions we feel. It gives us the warning <sup>1</sup>voice of approaching danger and <sup>1</sup>ruin.

Disposed.  
Conscience.  
Forsakes.  
Warnings.  
Hint.2  
Destruction.

§ 13. O let us <sup>1</sup>carefully cherish its acquaintance. Let us <sup>1</sup>ever heed its <sup>1</sup>earliest whisperings. Let us so live and <sup>1</sup>improve our time, that it will never <sup>1</sup>condemn us.

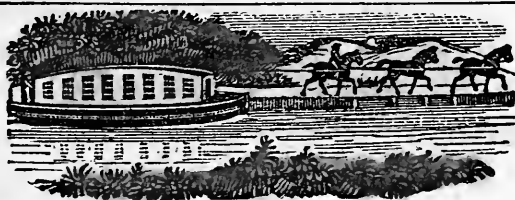
Scrupulously  
Eagerly.  
First.  
Use.  
Reprove.2

§ 14. This faithful <sup>1</sup>monitor is with us <sup>1</sup>night and day. If we do right, it <sup>1</sup>aids us to go on and do better. But if we do <sup>1</sup>wrong, it torments us, though we <sup>1</sup>have all<sup>4</sup> that money can <sup>1</sup>purchase.

Adviser.  
Always.  
Helps.  
Evil.  
Possess.  
Buy.

§ 15. Would you not <sup>1</sup>shudder to <sup>1</sup>injure a friend that always does you good? Should we not <sup>1</sup>fear still more to be so <sup>1</sup>base or so foolish as to turn a deaf ear to the <sup>1</sup>voice of conscience?

Tremble.  
Hurt.  
Tremble.  
Wicked.  
Whisperings.



## LESSON XVII.?

“I HAVE NO INFLUENCE.”

- |                                                                                                                                                                                                         |   |                            |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----------------------------|---|
| 1. WHAT if the <sup>1</sup> little rain should <sup>3</sup> say,<br>So small a <sup>1</sup> drop as I<br>Can ne'er <sup>1</sup> refresh those thirsty fields,<br>I'll <sup>1</sup> tarry in the sky?    | ? | Tiny.                      | ? |
|                                                                                                                                                                                                         |   | Thing. <sup>2</sup>        |   |
|                                                                                                                                                                                                         |   | Revive.                    |   |
|                                                                                                                                                                                                         |   | Stay here.                 |   |
| 2. What if a shining <sup>1</sup> beam of noon<br><i><sup>1</sup>Should in its fountain stay,</i><br>Because <sup>2</sup> its <sup>1</sup> feeble light alone<br><sup>1</sup> Cannot create a day?      |   | Ray.                       | ? |
|                                                                                                                                                                                                         |   | Away from<br>earth should. |   |
|                                                                                                                                                                                                         |   | Flickering.                |   |
|                                                                                                                                                                                                         |   | Does not. <sup>2</sup>     |   |
| 3. Does not <sup>1</sup> each rain-drop <sup>3</sup> help to form<br>The earth- <sup>1</sup> refreshing shower,<br>And every <sup>1</sup> ray of light to warm<br>And <sup>1</sup> beautify the flower? |   | One. <sup>2</sup>          | ? |
|                                                                                                                                                                                                         |   | Enlivening.                |   |
|                                                                                                                                                                                                         |   | Beam.                      |   |
|                                                                                                                                                                                                         |   | To adorn.                  |   |
| 4. Then why may I not <sup>1</sup> learn from this,<br>The single <sup>3</sup> <sup>1</sup> aid of man!<br>In virtue's <sup>1</sup> cause it may be his<br>To speed some <sup>1</sup> glorious plan.    |   | Know. <sup>2</sup>         | ? |
|                                                                                                                                                                                                         |   | Help.                      |   |
|                                                                                                                                                                                                         |   | Path. <sup>2</sup>         |   |
|                                                                                                                                                                                                         |   | Useful. <sup>2</sup>       |   |
| 5. For <sup>1</sup> faults do never with remorse <sup>3</sup><br>Our <sup>1</sup> minds so deeply move,<br>As when another's <sup>1</sup> guileless life<br>Our <sup>1</sup> errors doth reprove.       |   | Sins.                      | ? |
|                                                                                                                                                                                                         |   | Hearts. <sup>2</sup>       |   |
|                                                                                                                                                                                                         |   | Sinless.                   |   |
|                                                                                                                                                                                                         |   | Blunders.                  |   |

## LESSON XVIII.?

## THE MAGIC LAMP.\*

*Louisa.* I wish I could be as <sup>1</sup>happy as Jane Cassard-<sup>1</sup>always appears to be !

*Eliza.* Well, you might be, if you <sup>1</sup>could get the charm which she <sup>1</sup>carries with her.

*L.* Do you <sup>1</sup>believe in charms?

*E.* Yes, in such a charm as she <sup>1</sup>has ; for it is the gift of no <sup>1</sup>wizard.

*L.* Well, do tell me what the <sup>1</sup>charm is, and where she <sup>1</sup>got it.

*E.* O ! she did not go a great <sup>1</sup>way for it, <sup>1</sup>though she had to labor hard.

*L.* <sup>1</sup>Labor hard for it? Why, I thought charms came to persons, like <sup>1</sup>grandmother's <sup>1</sup>gifts, and not that they had to work for them.

*E.* No ; if you will <sup>1</sup>think again, you will find that these <sup>1</sup>gifts all cost labor.

*L.* Well,, on <sup>1</sup>reflection, I know somebody must have worked hard for all <sup>1</sup>presents.

*E.* Charms, like gifts, are not very <sup>1</sup>strange. Jane Cassard labored hard for her magic <sup>1</sup>lamp.

*L.* Magic lamp ! Is that her charm of <sup>1</sup>happiness !

*E.* Yes, and it is an <sup>1</sup>excellent thing.

C.....2 ?  
E...  
W.... ?  
T....2  
T.... ?  
P..... ?  
W....  
S.... ?  
O.....  
D ..... ?  
A.....  
W... ?  
G.....?  
P.....  
R..... ?  
T.....  
T..... ?  
G....  
S..... ?  
L....2  
B.... ?  
V..... ?

\* Each dot in the margin stands for a letter.

*L.* Pray, what is it? Do <sup>1</sup>tell me.

*E.* Why, it is a <sup>1</sup>magic lamp, that no wind can blow out, and no <sup>1</sup>damp can make burn less <sup>1</sup>brightly. It is always beautiful.

*L.* Well, that is <sup>1</sup>singular, indeed; for the lamp must have <sup>1</sup>magic in it, if no wind can <sup>1</sup>blow it out, no damp can make it dim.

*E.* Then it <sup>1</sup>surely is a magic lamp; but you can <sup>1</sup>get it if you will work hard enough.

*L.* I am willing to <sup>1</sup>work very hard, indeed, for it; it would be <sup>1</sup>funny enough to carry it to school, and let the <sup>1</sup>scholars see it burn. They would think I was a <sup>1</sup>witch.

*E.* You would have much <sup>1</sup>witchery over others.

*L.* Do tell me; what is this magic <sup>1</sup>lamp?

*E.* Why, it is nothing <sup>1</sup>more nor less than a good <sup>1</sup>temper.

*L.* O dear! I <sup>1</sup>know that charm is not to be got without working for it; and a <sup>1</sup>beautiful lamp it <sup>1</sup>certainly is.

*E.* Yes; and it will well pay for any <sup>1</sup>effort made in obtaining it; for what can <sup>1</sup>dampen the cheerful <sup>1</sup>spirits, or put out the happy light, of a good <sup>1</sup>temper?

*L.* Nothing! nothing! and this is the <sup>1</sup>reason, after all, why Jane is always so <sup>1</sup>pleasant.

*E.* Yes; it would be <sup>1</sup>well for those who are envious of her <sup>1</sup>happiness, to make their dispositions <sup>1</sup>like hers.

*L.* I think so. Let us all <sup>1</sup>strive to get magic lamps, and keep them well <sup>1</sup>trimmed.

|          |   |  |
|----------|---|--|
|          | ? |  |
| I.....   | ? |  |
| S.....   | ? |  |
| W..      |   |  |
| B.....   |   |  |
| Q....2   | ? |  |
| E.....   |   |  |
| P..      |   |  |
| C.....   | ? |  |
| O.....   |   |  |
| L....    | ? |  |
| L.....   |   |  |
| P,....   |   |  |
| W.....2  |   |  |
| P....2   | ? |  |
| L.....2  | ? |  |
| G.....   | ? |  |
| D.....   |   |  |
| F...2    | ? |  |
| V.....2  |   |  |
| S....    |   |  |
| E.....   | ? |  |
| D.....   |   |  |
| M...2    |   |  |
| M...     |   |  |
| C....    | ? |  |
| A.....   |   |  |
| R....2   | ? |  |
| B....    |   |  |
| S.....t. |   |  |
| E.....7  | ? |  |
| F.....   |   |  |

## LESSON XIX.?

## NOTHING.

- |                                                                                                                                                                                             |                                                           |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|---|
| 1. I asked a 'lad what he was doing ;<br>"Nothing, 'good sir," said he to me :<br><i>"'By nothing well and long pursuing,</i> <sup>5</sup><br>Nothing," 'said I, "You'll surely be."        | ?<br>Boy.<br>Kind.<br>If nothing.<br>you are.<br>Quoth.   | ? |
| 2. I asked a 'lad what he was thinking :<br>"Nothing," 'quoth he, "I do declare ;"<br>"Many," said I, "in 'taverns drinking," <sup>5</sup><br>By 'idle minds were carried there."           | Youth. <sup>2</sup><br>Said.<br>Hotels.<br>Listless.      | ? |
| 3. There's nothing 'great, there's nothing wise,<br>Which 'idle minds and hands supply ;<br>Those who all thought and 'toil despise, <sup>5</sup><br>Mere nothings 'live, and nothings die. | Good. <sup>2</sup><br>Lazy.<br>Work.<br>Are. <sup>2</sup> | ? |
| 4. 'A thousand noughts are not a feather,<br>When in a 'sum they all are brought ;<br>A thousand idle 'lads together, <sup>5</sup><br>Are 'still but nothings joined to nought.             | Ten hundred.<br>Mass.<br>Chaps.<br>Yet.                   | ? |
| 5. And yet of 'merit they will boast,<br>And pompous 'seem and haughty ;<br>But still 'tis ever 'plain to most, <sup>5</sup><br>That nothing 'boys are naughty.                             | Goodness.<br>Look.<br>Clear.<br>Lads.                     | ? |



Washington's Birth-place.

## LESSON XX.?

NEVER TELL A LIE.

§ 1. MORE than <sup>1</sup>*one hundred years* ago, there <sup>1</sup>was a little boy, who owned a hatchet.<sup>3</sup> <sup>1</sup>*One day* he went out, <sup>1</sup>cutting every thing in his way.

§ 2. <sup>1</sup>*By and by* he came to a <sup>2</sup>beautiful English<sup>3</sup> cherry tree, which his father <sup>1</sup>prized very much. Without thinking, he <sup>1</sup>chopped away at the tree.

§ 3. He did not <sup>1</sup>cut it down, but hacked the <sup>1</sup>bark so much as to kill it. When his <sup>1</sup>papa saw the cutting,<sup>3</sup> he knew by its <sup>1</sup>*uneven way* that his little son had done the <sup>1</sup>mischief.

? A century.

Lived.<sup>2</sup>

Once.

Hacking.

At length.

<sup>2</sup>Handsome.

Valued.

Cut.

Chop.

Rind.

Father.

Irregularity.

Harm.

§ 4. The old gentleman<sup>3</sup> was <sup>1</sup>very sorry. He did not <sup>1</sup>like to part with the tree, <sup>1</sup>*and above all*, he did not wish to punish his <sup>1</sup>lovely boy.

§ 5. But he knew it was <sup>1</sup>*his duty* to investigate<sup>3</sup> the matter, <sup>1</sup>*or else* his little son would <sup>1</sup>*in a short time* be likely to <sup>1</sup>do something worse.

§ 6. So he said: "My <sup>1</sup>son, do you know who cut that <sup>1</sup>beautiful cherry tree?" The little boy was very <sup>1</sup>sad at first. He looked on the <sup>1</sup>ground, and <sup>1</sup>scratched it with his toes.<sup>3</sup>

§ 7. In a minute <sup>1</sup>he raised his head, and said: "I cannot<sup>3</sup> tell a <sup>1</sup>lie, pa; you know I cannot tell <sup>1</sup>*a lie*. I cut it with my little <sup>1</sup>hatchet."

§ 8. "Come here! come here!" <sup>1</sup>said his father.<sup>3</sup> "I would <sup>1</sup>rather have all my trees <sup>1</sup>destroyed than to have my dear son <sup>1</sup>equivocate."

§ 9. I suppose if the boy had <sup>1</sup>*told a lie*, his father would have <sup>1</sup>punished him severely, and <sup>1</sup>when any more <sup>1</sup>mischiefs had been done, he might have <sup>1</sup>punished him again, thinking that he had <sup>1</sup>told another<sup>3</sup> lie.

?  
Exceedingly.. ?  
Want.  
Moreover.  
Amiable.  
Necessary. ?  
Otherwise.  
Soon.  
Commit.  
Child.2 ?  
Pretty.  
Sorrowful.  
Earth.  
Scraped.  
George. ?  
Falsehood.  
An untruth.  
Axe.2  
Exclaimed.2 ?  
Sooner.  
Killed.  
Tell a lie.  
Prevaricated. ?  
Whipped.  
It.2  
Damage.  
Chastised.  
Uttered.



§10. When this little boy was <sup>1</sup>only ten years of age his <sup>1</sup>papa died, but he <sup>1</sup>always remembered<sup>3</sup> all his father <sup>1</sup>told him.

?  
But.  
Father.  
Ever.  
Instructed.

§11. It is <sup>1</sup>believed,<sup>3</sup> by those who were the <sup>1</sup>best acquainted with him, that he never told a <sup>1</sup>falsehood.

?  
Supposed.  
Most.  
Lie.

§12. He grew up <sup>1</sup>esteemed and honored by all <sup>1</sup>who knew him. He <sup>1</sup>sometimes did wrong, but when he was aware of it, he always <sup>1</sup>owned it, and tried<sup>3</sup> not to do so <sup>1</sup>any more.

?  
Respected.  
That.2  
Occasionally.  
Confessed.  
Again.

§13. Who does not <sup>1</sup>admire his honesty and <sup>1</sup>frankness. Will not every one of you <sup>1</sup>always strive to follow his <sup>1</sup>noble example,<sup>3</sup> and tell the TRUTH at all <sup>1</sup>hazards?

?  
Respect.  
Openness.  
Ever.  
Pure.  
Risks.

§14. I suppose you <sup>1</sup>have better <sup>1</sup>advantages to get an education than ever this boy <sup>1</sup>enjoyed, for he went to no other than a <sup>1</sup>common school.<sup>3</sup>

?  
Possess.  
Means.  
Had.2  
District.2

§15. He <sup>1</sup>always felt the need of a <sup>1</sup>better education.<sup>3</sup> Yet by making the best use of his time, by <sup>1</sup>thinking and always <sup>1</sup>trying to improve himself, he <sup>1</sup>became the first President of the <sup>1</sup>United States.

?  
Continually.  
Higher.  
Reflecting.  
Striving.  
Was elected.  
U. S.

## LESSON XXI.?

## WASHINGTON'S BOYHOOD.

- |                                                                  |                          |   |
|------------------------------------------------------------------|--------------------------|---|
| 1. THE <sup>1</sup> father of George Washington,                 | Parent. <sup>2</sup>     | ? |
| <sup>1</sup> Prepared a garden <sup>5</sup> bed ;                | Laid out. <sup>2</sup>   |   |
| Then <sup>1</sup> wrote the name of his dear son,                | Marked. <sup>2</sup>     |   |
| And put in <sup>1</sup> seed, 'tis said.                         | Grain. <sup>2</sup>      |   |
| 2. <sup>1</sup> A few days after George was seen,                | Some. <sup>2</sup>       | ? |
| Towards <sup>5</sup> that <sup>1</sup> spot to run ;             | Place. <sup>2</sup>      |   |
| And there <sup>1</sup> inscribed in living green,                | Marked out. <sup>2</sup> |   |
| He <sup>1</sup> saw—" George Washington."                        | Read. <sup>2</sup>       |   |
| 3. He stopped—he <sup>1</sup> gazed—he spelt the name—           | Looked.                  | ? |
| Yet <sup>1</sup> puzzled at the sight <sup>5</sup> —             | Wondering.               |   |
| He <sup>1</sup> looked again—'twas still the same—               | Gazed.                   |   |
| He <sup>1</sup> knew he must be right.                           | Thought.                 |   |
| 4. Then to the house, with <sup>1</sup> throbbing heart,         | Beating.                 | ? |
| And <sup>1</sup> quickened speed he ran,                         | Hastened.                |   |
| And <sup>1</sup> drew his loving father out,                     | Led. <sup>2</sup>        |   |
| To <sup>1</sup> view the wondrous <sup>5</sup> plan.             | See.                     |   |
| 5. His <sup>1</sup> little fingers <sup>5</sup> traced the name, | Tiny.                    | ? |
| As <sup>1</sup> stooping down he read ;                          | Bending.                 |   |
| <sup>1</sup> Then asked his father how it came,                  | And. <sup>2</sup>        |   |
| Upon that <sup>1</sup> garden bed.                               | Lowly. <sup>2</sup>      |   |

6. "<sup>1</sup>May be, by chance," his father said.

"<sup>1</sup>Ah no! that cannot be;

Some person <sup>1</sup>first these letters made,

And now I <sup>1</sup>guess 'twas thee."

?  
Perhaps.

Oh.

Has.2

Think.

7. "<sup>1</sup>There you are right; I wish to show

There <sup>1</sup>is a God above;

<sup>1</sup>Who governs all things here below,

By his <sup>1</sup>unerring love.

Now.2

Lives.2

That.

Unbounded.2

8. This <sup>1</sup>living name, you say, you know

Could not <sup>1</sup>come here by chance;

Who then made all the trees <sup>1</sup>which grow;

On <sup>1</sup>what side e'er you glance?

Growing.

Be.2

To.2

Which.

9. Not chance, but God that <sup>1</sup>rules on high,

<sup>1</sup>Who made both you and me,

And every thing <sup>1</sup>beneath the sky,

Which <sup>1</sup>mortal eye can see."

Reigns.

And.2

Below.

Human.

## LESSON XXII.?



THE KNIFE.



§1. JAMES <sup>1</sup>. . . . was once playing  
in the street, and finding a <sup>1</sup>beautiful  
knife, he <sup>1</sup>cried out, "O how glad I am'  
It is mine'! It is mine'! I <sup>1</sup>found it'.  
It <sup>1</sup>is mine'!"

?  
Knox.

Handsome.

Exclaimed.

Discovered.

Belongs to  
me.

§ 2. "No, my <sup>1</sup>son," said his mother, "it belongs to the <sup>1</sup>teamster. He has lost it, and <sup>1</sup>when he <sup>2</sup>comes back, it must be given to him."

§ 3. James did not <sup>1</sup>want to part with the knife, and continued to <sup>1</sup>say to his mother, "O <sup>1</sup>mother, it is mine! I do <sup>1</sup>want it! Is it not mine? I found <sup>1</sup>it!"

§ 4. He plead a long <sup>1</sup>while with his dear mother <sup>1</sup>about that knife; but at <sup>1</sup>last she said to him, "Would it be right for you to <sup>1</sup>keep the knife?"

§ 5. Suppose you had lost the <sup>1</sup>half dollar I <sup>1</sup>gave you, and the teamster should see it lying in the <sup>1</sup>road, would it be <sup>1</sup>right for him to pick it up and say it was his, if he <sup>1</sup>knew you lost it?"

§ 6. James <sup>1</sup>thought a moment, and then he saw the <sup>1</sup>question in a different <sup>1</sup>light. He felt that no one ought to claim his <sup>1</sup>money, on picking it up, when he had <sup>1</sup>lost it by accident.

§ 7. He <sup>1</sup>cheerfully gave the teamster his <sup>1</sup>knife at the earliest opportunity; and after that <sup>1</sup>strove to do to others as he wished them to do <sup>1</sup>to him.

Child.  
Waggoner.  
If.  
Returns.  
Wish.  
Cry.  
Mamma.  
Long for.  
The knife.  
Time.  
Respecting.  
Length.  
Retain.  
Fifty cents.  
Presented.  
Street.  
Proper.  
Was aware.  
Paused.  
Matter.  
Aspect.  
Property.  
Dropped.  
Willingly.  
Property.  
Tried.  
Unto.



## LESSON XXIII.?

## MY CHOICE.

1. I <sup>1</sup>ASK not wealth;<sup>5</sup> the glittering<sup>3</sup> toy  
 I never <sup>1</sup>may command;  
 Let others <sup>1</sup>own it is their joy,  
 And wield the <sup>1</sup>gilded wand.

?  
 Seek.  
 Can.2  
 Prove.2  
 Golden.2

2. I ask not fame;<sup>5</sup> the <sup>1</sup>laureled wreath  
 My <sup>1</sup>brow would never wear;  
<sup>1</sup>It cannot shield the heart from grief,  
 Or banish <sup>1</sup>even care.

?  
 Victor's.  
 Head.  
 Fame.  
 Every.2

3. I <sup>1</sup>ask not beauty;<sup>5</sup> 'tis a gem  
 As <sup>1</sup>fleeting as 'tis bright;  
 Even one rough <sup>1</sup>gale may bear it hence,  
 And <sup>1</sup>saddening is its flight.

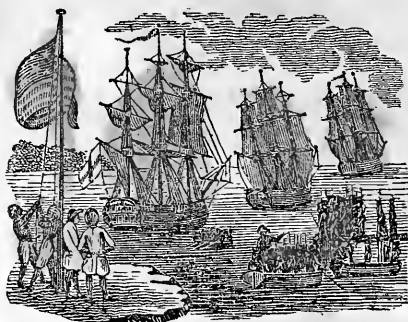
?  
 Wish.2  
 Changing.2  
 Breeze.  
 Maddening.2

4. Such <sup>1</sup>fading flowers<sup>5</sup> of earthly ground  
 Why should <sup>1</sup>I e'er possess?  
 In them no <sup>1</sup>lasting bliss is found,  
 No <sup>1</sup>solid happiness.

?  
 Waning.  
 We.2  
 Solid.2  
 Lasting.

5. The <sup>1</sup>soul's calm sunshine<sup>5</sup> I would know;  
 Be mine <sup>1</sup>religion's trust;  
 Be mine its precious <sup>1</sup>truth to know;  
 All else is <sup>1</sup>sordid dust.

?  
 Mind's.2  
 The Bible's  
 Words.2  
 Useless.



## LESSON XXIV.?

## LOOK ALOFT.

§ 1. DR. GODMAN once <sup>1</sup>said, that in a voyage to sea in early life, "I <sup>1</sup>saw a <sup>1</sup>lad just beginning to be a sailor, go out to some projecting<sup>3</sup> <sup>1</sup>part of the <sup>1</sup>rigging.

§ 2. <sup>1</sup>Hugging a spar, he was looking <sup>1</sup>below him' for a rope that ran across, on which to <sup>1</sup>place his feet.

§ 3. The rope <sup>1</sup>flew from side to side, and it was <sup>1</sup>evident that the poor <sup>1</sup>fellow, becoming dizzy, was trembling and <sup>1</sup>about to fall.

?  
 Remarked.  
 Beheld.  
 Boy.  
 Arm.2  
 Mast.  
 Claspings.  
 Under.  
 Put.  
 Moved.  
 Plain.  
 Lad.  
 Going.

§ 4. The mate then <sup>1</sup>*shouted* to him with all his <sup>1</sup>might, ‘LOOK ALOFT!’ <sup>5</sup>*you sneaking lubber.* • <sup>1</sup>Accordingly turning<sup>3</sup> his eyes away from the <sup>1</sup>danger, the <sup>1</sup>dizziness left him, and he <sup>1</sup>found his footing.

?  
Ordered.  
Power.  
Obeying and.  
Peril.  
Giddiness.  
Obtained.

§ 5. This incident <sup>1</sup>often recurred to my mind in after life, when <sup>1</sup>troubles grew <sup>1</sup>heavy upon me, and I could <sup>1</sup>hardly find ground whereon to tread, or find <sup>1</sup>relief.

Frequently.  
Difficulties.  
Burdensome.  
Scarcely.  
Succor.

§ 6 At such time I <sup>1</sup>heard the mate’s shout in my ears, and <sup>1</sup>turned my eyes <sup>1</sup>aloft, to the prize upon which I had <sup>1</sup>fastened my hopes.”

Remembered  
Raised.  
Above.  
Fixed.

§ 7. We cannot part with this <sup>1</sup>beautiful <sup>1</sup>illustration,<sup>3</sup> without asking each of you to <sup>1</sup>apply it to a still nobler purpose: to <sup>1</sup>steady yourselves<sup>3</sup> in all the <sup>1</sup>tempests of adversity.

Happy.<sup>2</sup>  
Example.  
Match.<sup>2</sup>  
Support.  
Storms.

§ 8. Always look <sup>1</sup>towards that life in which there is rest and peace <sup>1</sup>evermore; when our flesh and heart <sup>1</sup>shall fail us, and we can find no <sup>1</sup>support under our feet, to <sup>1</sup>seek it by “looking <sup>1</sup>aloft” to HIM<sup>7</sup> who is the strength of our hearts, and our portion <sup>1</sup>forever.”

To.<sup>2</sup>  
Forever.  
Will.<sup>2</sup>  
Rest.<sup>2</sup>  
Look for.  
On high  
Evermore.

## LESSON XXV.?

## LOOK ALOFT.

- |                                                                                                                                                                                                                                                       |                                                                                   |   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---|
| 1. In the 'storm of life, when the wave <sup>5</sup> and the gale<br>Are around and above, 'if thy footing e'er fail;<br>'If thine eye should grow dim, thy caution depart,<br>"Look 'aloft," and be firm, and fearless of heart.                     | <p style="text-align: right;">?</p> Tempest.<br>Should.<br>Though.<br>Above.      | ? |
| 2. If the 'friend who embraced <sup>5</sup> in prosperity's glow,<br>With a smile for 'each joy, and a tear for each woe,<br>Should betray <sup>4</sup> when sorrows 'like clouds are arrayed,<br>"Look aloft," to the 'friendship which never fades. | <p style="text-align: right;">?</p> One.<br>Thy.<br>As.<br>Comfort.               | ? |
| 1. If the visions 'brightly <sup>3</sup> lighting thine eye,<br>Like the tints of the rainbow, but 'glisten to fly,<br>Then turn and 'by tears of repentant regret,<br>"Look 'aloft," to the sun that is never to set.                                | <p style="text-align: right;">?</p> Sweetly.<br>Brighten.<br>Through.<br>On high. | ? |
| 4. If 'they who are nearest and dearest thy heart,<br>'Thy relations and friends, in sorrow depart,<br>Look 'aloft, from the darkness and dust of the tomb,<br>To 'that soil where affection is ever in bloom.                                        | <p style="text-align: right;">?</p> Those.<br>Your.<br>Upward.<br>The.            | ? |
| 5. And O, when Death <sup>5</sup> comes in 'terrors, to cast<br>His fears on the future, his 'pall on the past,<br>In that moment of 'darkness, with hope in thy heart,<br>And 'a smile in thine eye, "look aloft" and depart.                        | <p style="text-align: right;">?</p> Horrors.<br>Gloom.<br>Sorrow.<br>With joy     | ? |



## LESSON XXVI. ?

## I WILL TRY.

§1. "I WILL try," was the <sup>1</sup>motto of Alice Merton. When her <sup>1</sup>teacher gave a <sup>1</sup>difficult sum in arithmetic,<sup>3</sup> and <sup>1</sup>asked her if she could do it, she always <sup>1</sup>said, "I will try."

§2. One time <sup>1</sup>her teacher gave all the scholars some <sup>1</sup>verses to commit to memory. Some <sup>1</sup>said, "O, I can learn them <sup>1</sup>easy enough;" while others said, "O dear, I <sup>1</sup>shall never<sup>4</sup>."

§3. "Well, Alice, <sup>1</sup>*what do you* <sup>1</sup>think about it?" "I will try," was the simple <sup>1</sup>response. The next day they were called to <sup>1</sup>recite.<sup>3</sup> Those who were so <sup>1</sup>confident in their own success failed, and the <sup>1</sup>rest did no better.

§4. At <sup>1</sup>last it came to Alice. She <sup>1</sup>repeated every verse without a single <sup>1</sup>mistake. She received the <sup>2</sup>approbation of her teacher, and the congratulations<sup>3</sup> of her <sup>1</sup>schoolmates, who <sup>1</sup>adopted her motto.

?  
Maxim.  
Instructor.  
Hard.  
Questioned.  
Answered.  
The.  
Poetry.  
Replied.  
Soon.  
Can.  
Tell what.  
Say.  
Reply.  
Rehearse.  
Positive.  
Others.  
Length.  
Recited.  
Blunder.  
<sup>2</sup>Praise.  
Playmates.  
Took.

§ 5. Now, Alice was <sup>1</sup>*by no means* quick at learning; but she <sup>1</sup>*applied herself* <sup>1</sup>*closely*, and became the best scholar in the school, and <sup>1</sup>*won* at the examination<sup>3</sup> a <sup>1</sup>*medal*, upon which was <sup>1</sup>*engraved* her favorite motto, "I will <sup>1</sup>*try*."

?  
Not at all.  
Studied.  
Attentively.  
Gained.  
Premium.<sup>2</sup>  
Written.  
Endeavor.

§ 6. If all young <sup>1</sup>*persons*, instead of <sup>1</sup>*becoming* discouraged at difficulties which constantly <sup>1</sup>*present themselves*, would say, "I <sup>1</sup>*will try*," they would generally overcome<sup>3</sup> every <sup>1</sup>*obstacle*, and be wiser and <sup>1</sup>*happier*."

?  
People.  
Being.  
Occur.  
Must.  
Hindrance.  
Better.

## LESSON XXVII. ?

### TRY AGAIN.

1. HERE's a <sup>1</sup>*lesson* all should heed<sup>5</sup>—

<sup>1</sup>*Try, try again.*

If at <sup>1</sup>*first* you don't succeed,

<sup>1</sup>*Try, try again.*

?  
Precept.<sup>2</sup>  
Strive.  
Once.  
Work.

2. Let your <sup>1</sup>*courage* well appear ;

If you <sup>1</sup>*only* persevere,

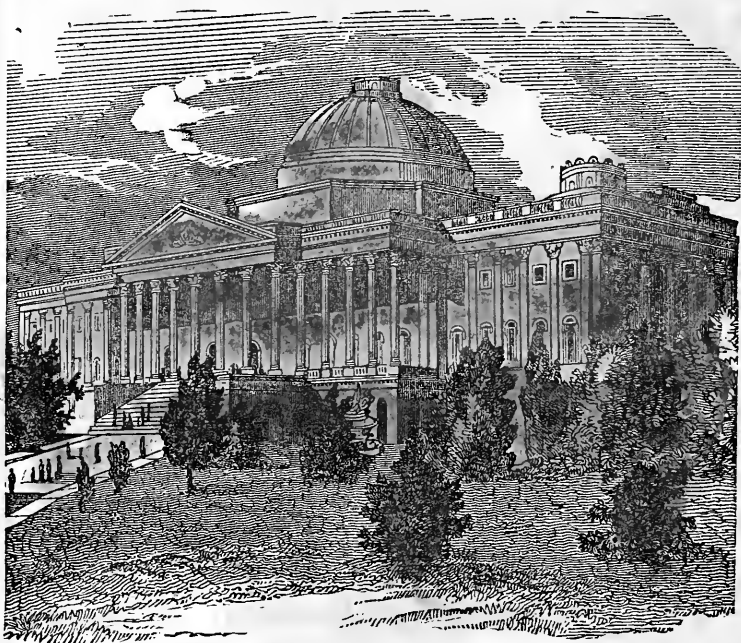
You will <sup>1</sup>*conquer*—never fear<sup>5</sup>—

<sup>1</sup>*Try, try-again.*

?  
Valor.  
Will but.<sup>2</sup>  
Vanquish.  
Toil.

- |                                                                                                                                                                                                    |                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| 3. Twice or thrice, <sup>1</sup> though you should fail, <sup>5</sup><br><sup>1</sup> Try, try again.<br>If at <sup>1</sup> last you would prevail,<br><sup>1</sup> Try, try again.                | <p>?</p> <p>If.</p> <p>Strive.</p> <p>All.2</p> <p>Work.</p>    |
| 4. When you <sup>1</sup> strive, there's no disgrace, <sup>5</sup><br>Though you fail to <sup>1</sup> win the race;<br>Bravely, then, in <sup>1</sup> such a case,<br><sup>1</sup> Try, try again. | <p>Try.</p> <p>Gain.</p> <p>Every.2</p> <p>Toil.</p>            |
| 5. If you <sup>1</sup> strive you must succeed, <sup>5</sup><br><sup>1</sup> Try, try again.<br><sup>1</sup> Rich rewards will be your meed,<br><sup>1</sup> Try, try again.                       | <p>Toil.</p> <p>Strive</p> <p>Bright.2</p> <p>Work.</p>         |
| 6. You will get <sup>1</sup> a lasting fame, <sup>5</sup><br>Honors <sup>1</sup> high embalm your name,<br>All which the <sup>1</sup> renowned can claim,<br><sup>1</sup> Try, try again.          | <p>Undying</p> <p>Great.2</p> <p>Famous</p> <p>Strive.</p>      |
| 7. Let the <sup>1</sup> thing be e'er so hard, <sup>5</sup><br><sup>1</sup> Try, try again.<br>Time will <sup>1</sup> surely bring reward—<br><sup>1</sup> Try, try again.                         | <p>Work.</p> <p>Strive.</p> <p>Bring thee thy.</p> <p>Work.</p> |
| 8. <sup>1</sup> Bright examples are in view, <sup>5</sup><br>That which <sup>1</sup> other folks can do,<br>Why, with patience, <sup>1</sup> may not you ?<br><sup>1</sup> Try, try again.         | <p>Great.</p> <p>Many.</p> <p>Can.</p> <p>Toil.</p>             |





The Capitol at Washington.

## LESSON XXVIII.?

BEGIN RIGHT.

§1. ARE you just <sup>1</sup>stepping on the threshold<sup>3</sup> of life? <sup>1</sup>Secure a good moral character. This is the <sup>1</sup>basis of success and true <sup>1</sup>greatness.

Entering.

Obtain.

Foundation.

Distinction.

§2. Without <sup>1</sup>virtue you cannot be respected;<sup>3</sup> without <sup>1</sup>integrity you can never rise to <sup>1</sup>distinction and honor.

Integrity.

Probity.

Eminence.

§ 3. You are poor, <sup>1</sup>perhaps. No matter; <sup>1</sup>poverty is oftener<sup>3</sup> a blessing than a <sup>1</sup>curse. Look at the young man who is the <sup>1</sup>heir of half a million.<sup>4</sup>

?  
It may be.  
Indigence.  
Misfortune.  
Inheritor.

§ 4. What<sup>3</sup> is his <sup>1</sup>standing. Of what <sup>1</sup>use is he to the world? You must make <sup>1</sup>yourself.

?  
Position.  
Benefit.  
Your own fortune.

§ 5. The richest man in Pennsylvania\* was born of <sup>1</sup>poor parents, and earned by hard <sup>1</sup>work, the first dollar<sup>3</sup> he ever <sup>1</sup>owned.

?  
Wealthiest.  
Indigent.  
Labor.  
Possessed.

§ 6. The <sup>1</sup>wealthiest man in Massachusetts,† was <sup>1</sup>born in a small town in the country, and <sup>1</sup>worked hard. His parents were in <sup>1</sup>low circumstances.<sup>3</sup>

?  
Most opulent.  
A native of.  
Labored.  
Humble.

§ 7. By industry<sup>3</sup> and <sup>1</sup>economy, he has become immensely <sup>1</sup>rich. The wealthiest<sup>1</sup> man in New-York,‡ and the <sup>1</sup>richest man in America, was also a poor <sup>1</sup>boy, and toiled amidst poverty.

?  
Frugality  
Opulent.  
Citizen.  
Most affluent.  
Fellow.

§ 8. The <sup>1</sup>road to wealth is open before you, my young friends. <sup>1</sup>Start right, and you will succeed. But <sup>1</sup>remember <sup>1</sup>wealth is not everything<sup>3</sup> in life; it is not man's <sup>1</sup>chief good.

?  
Highway.  
Begin.  
Recollect.  
Money.  
Greatest.

\* Stephen Girard.

† Peter C. Brooks.

‡ John Jacob Astor.

§ 9. <sup>1</sup>A *virtuous* character is far better than <sup>1</sup>riches. Expect not success where firm <sup>1</sup>integrity is wanted.

§ 10. The elevation of <sup>1</sup>individual character, and the progress of <sup>1</sup>civilization, can only be promoted by <sup>1</sup>a *firm* adherence to the pure <sup>1</sup>principles of <sup>1</sup>CHRISTIANITY.

?  
An unsullied  
Property.  
Uprightness.  
Personal.  
Human bliss.  
An unwavering.  
Tenets.  
Religion.

(Continued on page 58.)



## LESSON XXIX.?

### MY MOTHER.

1. Who <sup>1</sup>fed me from her gentle breast,  
And <sup>1</sup>hush'd me in her arms to rest,  
And on my cheek sweet kisses prest?<sup>1</sup>—
2. When <sup>1</sup>sleep forsook my open eye,  
Who <sup>1</sup>was it sung sweet lullaby,  
And rock'd me that I should not cry?<sup>1</sup>—
3. Who <sup>1</sup>sat and watch'd my infant head,  
When sleeping on my <sup>1</sup>cradle-bed,  
And tears of sweet affection shed?<sup>1</sup>—

?  
Nursed.  
Lulled.  
My Mother.  
  
Slumber left.  
Often.  
My Mother.  
  
Always.  
Little.  
My Mother.

- |                                                                                                                                                                           |                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| 4. When pain and <sup>1</sup> sickness made me cry,<br>Who <sup>1</sup> gaz'd upon my heavy eye,<br>And wept for fear that I should die? <sup>1</sup> —                   | ?<br>Suffering.<br>Looked.<br>My Mother.             |
| 5. Who <sup>1</sup> drest my doll in clothes so gay,<br>And <sup>1</sup> taught me rightly how to play,<br>And minded all I had to say? <sup>1</sup> —                    | ?<br>Clad.<br>Showed.<br>My Mother.                  |
| 6. Who ran to <sup>1</sup> help me when I fell,<br>And would some <sup>1</sup> pretty story tell,<br>Or kiss the place to make it well? <sup>1</sup> —                    | ?<br>Lift.<br>Pleasant.<br>My Mother.                |
| 7. <i><sup>1</sup>Who taught my infant heart to pray,</i><br>To <sup>1</sup> look to God both night and day,<br>And strive to walk in wisdom's way? <sup>1</sup> —        | ?<br>And who<br>told me how.<br>Kneel.<br>My Mother. |
| 8. And <sup>1</sup> can I ever cease to be,<br><sup>1</sup> Affectionate and kind to thee,<br>Who wast so very kind to me? <sup>1</sup> —                                 | ?<br>Shall.<br>Full of love.<br>My Mother.           |
| 9. Ah! no: the <sup>1</sup> thought I cannot bear;<br>And if God please my <sup>1</sup> life to spare,<br>I hope I shall reward thy care, <sup>1</sup> —                  | ?<br>Thing.<br>Strength.<br>My Mother.               |
| 10. When thou art <sup>1</sup> feeble, old, and gray,<br>My <sup>1</sup> healthy arms shall be thy stay,<br>And I will help thee night and day, <sup>1</sup> —            | ?<br>Sickly.<br>Stronger.<br>My Mother.              |
| 11. And when I <sup>1</sup> see thee droop thy head,<br><sup>1</sup> Twill be my <sup>1</sup> turn to watch thy bed,<br>And tears of sweet affection shed, <sup>1</sup> — | ?<br>View.<br>Place.<br>My Mother.                   |



## LESSON XXX.?

BEGIN RIGHT.

(Concluded.)

§ 1. My dear young readers, be <sup>1</sup>always guided by true <sup>1</sup>wisdom. Let correct principles <sup>1</sup>govern every action. In this way only can you <sup>1</sup>gain the confidence<sup>3</sup> and respect of <sup>1</sup>mankind.

§ 2. You <sup>1</sup>know many a wealthy man, perhaps, who is <sup>1</sup>despised by his fellow <sup>1</sup>citizens. His money adds to his cares and <sup>1</sup>lessens his happiness.<sup>3</sup>

§ 3. Why is it <sup>1</sup>so? On account of his <sup>1</sup>niggardly disposition; his lack of <sup>1</sup>honest dealing, and robust principle.<sup>3</sup>

§ 4. He makes himself <sup>1</sup>obnoxious to his neighbors by his mean <sup>1</sup>behavior, <sup>1</sup>grovelling character, and <sup>2</sup>cruelty to his dependents.<sup>3</sup>

§ 5. You had better live in <sup>1</sup>poverty that <sup>1</sup>imitate such a person. Riches,<sup>3</sup> with a <sup>1</sup>destitution of moral principle, would be only <sup>1</sup>a curse to you.

?  
Invariably.  
Discretion.  
Control.  
Secure.  
The commu-  
nity.  
Have seen.  
Abhorred.  
Men.  
Decreases.  
Thus.  
Miserly.  
Upright.  
Odious.  
Conduct.  
Base.  
<sup>2</sup>Harshness.  
Penury.  
Copy.  
Want.  
An injury.



§ 6. There is nothing<sup>3</sup> like <sup>1</sup>making a good <sup>1</sup>beginning as you start in life. The <sup>1</sup>foundation must be firm; then all will be <sup>1</sup>safe.

§ 7. <sup>1</sup>*Have an eye* about you, that nothing shall <sup>1</sup>reduce your virtue. Never go into the <sup>1</sup>company of those who will <sup>1</sup>allure you to think lightly<sup>3</sup> of the <sup>1</sup>*Holy Scriptures*.

§ 8. No matter how <sup>1</sup>strong the inducements<sup>3</sup> held out for your <sup>1</sup>countenance; if you see that principle is <sup>1</sup>involved, do not, for a right hand, <sup>1</sup>persist in wrong <sup>1</sup>doing.

§ 9. Present <sup>1</sup>gain, at the sacrifice of <sup>1</sup>virtue, will be future loss and misery. Tens of thousands<sup>3</sup> have <sup>1</sup>ruined themselves by such a <sup>1</sup>course.

§ 10. Be <sup>1</sup>careful, then, to begin right<sup>3</sup> and do your duty <sup>1</sup>carefully, and you will <sup>1</sup>*most assuredly* succeed.

§ 11. Be <sup>1</sup>mindful in your journey through <sup>1</sup>life. The vastest earthly possessions, the <sup>1</sup>greatest attainments<sup>3</sup> of human <sup>1</sup>knowledge, are of no permanent <sup>1</sup>benefit, if your hope is not based <sup>1</sup>*on the rock of Ages*.

?  
Having.  
Character.  
Platform.  
Secure.  
Look.  
Lessen.  
Society.  
Lead.  
Bible.  
Tempting.  
Approbation.  
Jeopardied.  
Persevere.  
Conduct.  
Profit.  
Rectitude.  
Undone  
Practice.  
Cautious.  
Faithfully.  
Certainly.  
Careful.  
The world.  
Mightiest.  
Genius.<sup>2</sup>  
Use.  
In the Lord.



## LESSON XXXI.?

"SO RUN THAT YE MAY OBTAIN."

- |                                                                                                                                                                                                      |                                             |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|---|
| 1. When <sup>1</sup> worldly honors tempt the eyes,<br>With <sup>1</sup> false and flattering lure,<br>How eager all to <sup>1</sup> gain the prize,<br>And make the <sup>1</sup> conquest sure.     | Earthly.<br>Base.<br>Win.<br>Victory.       | ? |
| 2. <sup>1</sup> <i>Though pleasure</i> promises no bliss,<br><sup>1</sup> That is not marked with death,<br>Her <sup>1</sup> anxious votaries onward press,<br>To <sup>1</sup> gain a fading wreath. | Enjoyment.<br>Which.<br>Eager.<br>Get.      | ? |
| 3. Then why should <sup>1</sup> I, with steps so slow,<br>The heavenward <sup>1</sup> path pursue;<br>On <sup>1</sup> baser joys my heart bestow,<br>With <sup>1</sup> heavenly joys in view.        | We.2<br>Road.2<br>Viler.<br>Blissful.       | ? |
| 4. With <sup>1</sup> swifter feet the race I'll run,<br>Lord, <sup>1</sup> aid me in the strife!<br>That I may <sup>1</sup> gain a glorious crown,<br>Of <sup>1</sup> everlasting life.              | Quicker.<br>Help.<br>Have.2<br>Never dying. | ? |

## LESSON XXXII.?

## BAD WORDS AND BAD COMPANY.

§1. NEVER speak <sup>1</sup>bad words of any <sup>?</sup>Vulgar.  
kind, and, <sup>1</sup>*above all*, never curse<sup>3</sup> nor Moreover.  
swear, nor take the name of your <sup>1</sup>God Creator.  
<sup>1</sup>*in vain*. Triflingly.

§2. It is a <sup>1</sup>shame to think of the Reproach.  
way in which his <sup>1</sup>holy name<sup>3</sup> is too Revered.  
often <sup>1</sup>used, both by old and young.<sup>4</sup> Spoken of.

§3. <sup>1</sup>It is, at times, used in anger,<sup>3</sup> to Swearing.  
call down a heavy <sup>1</sup>curse on some one, Imprecation.  
who has done us <sup>1</sup>harm, or who, we Wrong.  
think, <sup>1</sup>intends to injure us. Desires.

§4 <sup>1</sup>*At other times* it is used to make Again.  
one think that we <sup>1</sup>speak truly about<sup>3</sup> Talk.  
a thing, of which we do not care, <sup>1</sup>if Whether.  
it be true or <sup>1</sup>not.<sup>4</sup> The contrary.

§5. And often <sup>1</sup>it is used for no Profanity.  
end at all. In every such <sup>1</sup>case, let Instance.  
us <sup>1</sup>bear in mind, that we thus call Keep.  
down a curse upon our <sup>1</sup>*own heads*, from Souls.  
Him who hath said, <sup>1</sup>swear<sup>3</sup> not at all. Curse.

§ 6. All young <sup>1</sup>people should avoid the company<sup>3</sup> of those who <sup>1</sup>ridicule their parents, or <sup>1</sup>disobey their commands; those who <sup>1</sup>profane the Sabbath or scoff<sup>3</sup> at <sup>1</sup>religion.

§ 7. Those who use <sup>1</sup>profane or filthy <sup>1</sup>language. Those who are <sup>1</sup>unfaithful, play truant<sup>3</sup> and waste their time in <sup>1</sup>idleness.

§ 8. Those who are of a <sup>1</sup>quarrelsome temper, and are <sup>1</sup>apt to get into <sup>1</sup>difficulty with others; those who are <sup>1</sup>addicted to lying<sup>3</sup> and pilfering.

§ 6. Those who are of a <sup>1</sup>cruel disposition; who take <sup>1</sup>pleasure in torturing<sup>3</sup> and maiming <sup>1</sup>animals and insects, <sup>1</sup>robbing birds of their young, &c.

§ 10. All these classes of <sup>1</sup>companions are to be <sup>1</sup>avoided; for if you <sup>1</sup>associate<sup>3</sup> with them, they will soon make you <sup>1</sup>like themselves.

§ 11. The Lord hath <sup>1</sup>informed us in the <sup>1</sup>*Holy Bible*, that for every idle<sup>3</sup> word which we <sup>1</sup>speak, he will judge us; and that he will not <sup>1</sup>pass over the <sup>1</sup>guilt of him who takes his name <sup>1</sup>*in vain*.

?  
Persons.

Mock.

Neglect.

Break.

Piety.

Blasphemous

Expressions<sup>2</sup>

Deceitful.

Laziness.

Fighting.

Prone.

Dispute.

Habituated.

Hard-hearted

Delight.

Beasts.

Depriving.

Individuals.

Shunned.

Join.

As.

Told.

Scriptures.

Utter.

Look.

Crime.

Needlessly.

## LESSON XXXIII.?

## ANGRY WORDS.

- |                                                                                                                                                                   |                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| 1. 'Angry words! O let them never<br>From the 'tongue unbridled slip;<br>May the 'heart's best impulses <sup>5</sup> ever<br>'Check them, ere they soil the lip.  | <p>?</p> <p>Raging.</p> <p>Lips.</p> <p>Mind's.</p> <p>Stop.</p> |
| 2. Love is much too 'pure and holy,<br>Friendship <sup>5</sup> is too 'sacred far,<br>For a 'moment's reckless folly<br>Thus to 'desolate and mar.                | <p>Good.</p> <p>Holy.</p> <p>Second's.</p> <p>Sacrifice.</p>     |
| 3. Angry words are 'lightly spoken;<br>'Bitterest <sup>5</sup> thoughts are 'rashly stirred,<br>Brightest 'links of life are broken<br>By a single 'angry word.   | <p>Freely.</p> <p>Quickly.</p> <p>Ties.</p> <p>Wicked.</p>       |
| 4. In this 'world of tears and sorrow,<br>All should 'strive to smooth <sup>5</sup> the way,<br>Over which, 'perhaps to-morrow,<br>We may sudden cease to 'stray. | <p>Vale.</p> <p>Try.</p> <p>Mayhap.</p> <p>Pray.<sup>2</sup></p> |
| 5. 'Gently speak, then! tones of favor<br>Melt the 'angry heart within;<br>Imitate <sup>5</sup> 'our blessed Savior,<br>Whose soft words 'turned men from sin.    | <p>Mildly.</p> <p>Evil.</p> <p>The.</p> <p>Lured.</p>            |



?



## LESSON XXXIV.?

?



?

## THE ANT, THE SPIDER, AND THE KNIFE.

§1. <sup>1</sup>Perseverance is the secret of success. <sup>1</sup>Most of the wealthy persons you know have <sup>1</sup>acquired their fortunes by calm,<sup>3</sup> patient and <sup>1</sup>continued <sup>1</sup>perseverance.

§2. The most <sup>1</sup>eminent of this or any <sup>1</sup>former age have only attained their <sup>1</sup>distinction after years of patient, unwearied<sup>3</sup> <sup>1</sup>labor. Success in any <sup>1</sup>great or noble undertaking is the <sup>1</sup>work of a life.

?

Courage.<sup>2</sup>

A majority.

Obtained.

Lasting.

Exertion.

Prominent.

Past.

Eminence.

Perseverance

Vast.

Labor.

§ 3. You cannot <sup>1</sup>acquire either <sup>?</sup>Obtain.  
<sup>1</sup>wealth or literary<sup>3</sup> distinction without <sup>?</sup>Riches.  
<sup>1</sup>perseverance. <sup>?</sup>Application.

§ 4. The <sup>1</sup>little spring of the moun- <sup>?</sup>Trifling.  
tain becomes a rill, a <sup>1</sup>brook, a torrent, <sup>?</sup>Rivulet.  
a wide <sup>1</sup>rolling river, and a part of the <sup>?</sup>Immeasur-  
<sup>1</sup>fathomless ocean, simply by pushing <sup>?</sup>Bottomless.  
steadily and perseveringly<sup>3</sup> <sup>1</sup>forward. <sup>?</sup>Onward.

§ 5. I will give you a few <sup>1</sup>anec- <sup>?</sup>Incidents.  
dotes to <sup>1</sup>illustrate the importance of <sup>?</sup>Exemplify.  
<sup>1</sup>labor. <sup>?</sup>Exertion.

§ 6. <sup>1</sup>Tamerlane the Tartar was once <sup>?</sup>Timoor.  
defeated and <sup>1</sup>encompassed by ene- <sup>?</sup>Surrounded.  
mies. In hopeless <sup>1</sup>despair he sought <sup>?</sup>Despondency  
<sup>1</sup>refuge under the roof of a hut. <sup>?</sup>Shelter.

§ 7. <sup>1</sup>Gazing at the wall he beheld <sup>?</sup>Looking.  
an ant <sup>1</sup>endeavoring to carry up a <sup>?</sup>Trying.  
<sup>1</sup>grain of barley. <sup>?</sup>Kernel.

§ 8. <sup>1</sup>Effort after effort failed, still <sup>?</sup>Trial.  
the indomitable<sup>3</sup> ant resolutely <sup>1</sup>toiled <sup>?</sup>Struggled.  
against hope. Sixty-nine <sup>1</sup>ineffectual <sup>?</sup>Fruitless.  
<sup>1</sup>trials had been made in vain, but the <sup>?</sup>Attempts.  
<sup>1</sup>seventieth proved effectual. <sup>?</sup>Next.

§ 9. <sup>1</sup>Timoor took courage from the <sup>?</sup>Tamerlane.  
example of the feeble <sup>1</sup>insect, con- <sup>?</sup>Ant.  
quered<sup>3</sup> his <sup>1</sup>foes, and became the most <sup>?</sup>Enemies.  
powerful <sup>1</sup>potentate of the age. <sup>?</sup>Ruler.

§ 10. Robert Bruce, having been <sup>1</sup>de-  
feated in six battles, and been <sup>1</sup>deserted  
by his followers,<sup>3</sup> was <sup>1</sup>totally <sup>2</sup>dis-  
heartened.

?  
Routed.  
Forsaken.  
Entirely.  
<sup>2</sup>Discouraged.

§ 11. He took <sup>1</sup>shelter in a stable;  
there he <sup>1</sup>beheld a spider weaving its  
web; it <sup>1</sup>tried ineffectually<sup>3</sup> six times  
to <sup>1</sup>fix its thread on a post. The  
seventh <sup>1</sup>trial was successful.

?  
Refuge.  
Saw.  
Endeavored.  
Fasten.  
Effort.

§ 12. This reminded Bruce of the <sup>1</sup>six  
times he had been <sup>1</sup>defeated, and he  
resolved to <sup>1</sup>muster courage,<sup>3</sup> raise  
<sup>1</sup>forces, and risk another battle for his  
<sup>1</sup>country. He did so, and Scotland  
was freed from <sup>1</sup>tyranny.

?  
Number of.  
Routed.  
Collect.  
Soldiers.  
Home.  
Oppression.

§ 13. In 1777, the American <sup>1</sup>army  
at Valley Forge, <sup>1</sup>suffered the most  
heart-rending privations. <sup>1</sup>Disease  
and <sup>1</sup>starvation fearfully diminished  
their <sup>1</sup>numbers.

?  
Forces.  
Endured.  
Sickness.  
Famine.  
Ranks.

§ 14. It is <sup>1</sup>reported that Washing-  
ton, on witnessing the <sup>1</sup>foot-prints of  
blood made by the <sup>1</sup>unprotected feet  
of his suffering <sup>1</sup>soldiers, despaired of  
<sup>1</sup>success.

?  
Said.  
Tracks.  
Shoeless.  
Army.  
Victory.

§ 15. He <sup>1</sup>resolved to resign his post  
and retire to the shades of <sup>1</sup>his farm.

?  
Determined.  
Mount Ver-  
non.



§16. At this critical <sup>1</sup>juncture, with  
the most <sup>1</sup>agonizing feelings, he put  
his hand into his pocket, and <sup>1</sup>unin-  
tentionally <sup>1</sup>drew out a pearl handled  
<sup>1</sup>pen knife.

§17. This knife <sup>1</sup>brought to his mind  
a promise he <sup>1</sup>made to his mother,  
when <sup>1</sup>only eleven years of age, that  
he would always persevere in the <sup>1</sup>dis-  
charge of his <sup>1</sup>duty, and that he would  
always <sup>1</sup>mind his superiors.<sup>3</sup>

§18. He <sup>1</sup>reflected that Congress  
was his superior. PERSEVERANCE <sup>1</sup>rung  
in his ears; he <sup>1</sup>PERSEVERED, and you  
all, I <sup>1</sup>trust, can tell the result.<sup>3</sup>

?  
Time.  
Painful.  
Without de-  
sign.  
Pulled.  
Pocket.  
Recalled.  
Gave.  
But.  
Performance.  
Obligation.  
Obey.  
Thought.  
Sounded.  
Strived.  
Hope.

## LESSON XXXV.?

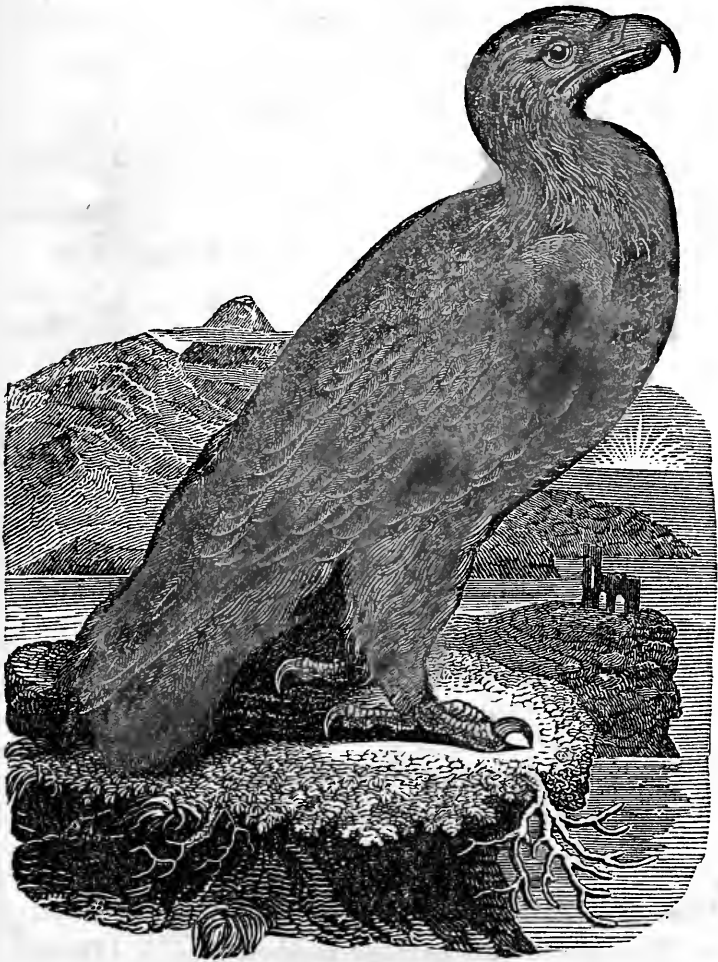
### OUR LIFE.

1. TELL <sup>1</sup>me not, in mournful numbers,  
<sup>1</sup>*Life is but* an empty dream!  
For the <sup>1</sup>soul is dead that slumbers,  
And things are not <sup>1</sup>what they seem.

2. Life is real! <sup>1</sup>Life is earnest!  
And the <sup>1</sup>grave is not its goal;  
<sup>1</sup>Dust thou art, to dust returnest,  
Was <sup>1</sup>not spoken of the soul.

?  
Us.2  
Life's only.  
Mind.2  
As.2  
It.  
Tomb.  
Earth.  
Ne'er 2

- |                                                                                                                                                               |                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 3. Not enjoyment, and not 'sorrow,<br>Is our destined 'end or way ;<br>But to 'act, that each to-morrow<br>'Find us further than to-day.                      | <p style="text-align: right;">?</p> Horror.2<br>Lot.<br>Move.<br>Lifts.2              |
| 4. Art is long, and 'Time is fleeting,<br>And our 'hearts, though stout and brave,<br>Still like 'muffled drums are beating<br>'Funeral marches to the grave. | <p style="text-align: right;">?</p> Hours are.2<br>Wills.<br>Mournful.<br>Sorrowful.2 |
| 5. In the world's 'broad field of battle,<br>In the 'bivouac of Life,<br>Be not like 'dumb, driven cattle,<br>Be 'a hero in the strife !                      | <p style="text-align: right;">?</p> Wide.<br>Encampment<br>Mute.<br>Courageous.       |
| 6. Trust no 'future, howe'er pleasant !<br>Let the dead Past bury 'its dead !<br>'Act, act in the living Present !<br>'Heart within, and God o'erhead.        | <p style="text-align: right;">?</p> To-morrow.<br>The.2<br>Onward.<br>Life.           |
| 7. Lives of 'great men all remind us<br>We can make our 'lives sublime,<br>And, 'departing, leave behind us<br>Footprints 'on the sands of time ;             | <p style="text-align: right;">?</p> Good.2<br>Days.2<br>Decaying.<br>Ins.2            |
| 8. Footprints, 'that perhaps another,<br>'Sailing o'er life's solemn main,<br>A forlorn and 'shipwrecked brother,<br>Seeing, 'shall take heart again.         | <p style="text-align: right;">?</p> Which.<br>Passing.<br>Devoted.<br>Will.2          |
| 9. Let us, then, be up and 'doing,<br>With a 'heart for any fate ;<br>Still achieving, 'still pursuing,<br>'Learn to labor and to wait !                      | <p style="text-align: right;">?</p> Moving.2<br>Mind.<br>And.<br>Try.                 |



## LESSON XXXVI.?

## THE EAGLE.

§1. In 1826, an ignorant <sup>1</sup>country boy, who was toiling in <sup>1</sup>poverty and obscurity, seemed vainly to <sup>1</sup>sigh for the commonest <sup>1</sup>kind of an education.

?  
Rustic.  
Penury.  
Wish.  
Sort.

§ 2. One morning he <sup>1</sup>beheld a golden eagle <sup>1</sup>*watching on* a crag for prey. He <sup>1</sup>toiled on during the day, <sup>1</sup>*ever and anon* casting his eye <sup>2</sup>towards the <sup>1</sup>eagle.

?  
Saw.  
Looking from  
Worked.  
Now & then.  
<sup>2</sup>At 2

§ 3. The burning sun <sup>1</sup>waned in the western <sup>1</sup>horizon. Still motionless<sup>3</sup> as the rock sat the <sup>1</sup>determined<sup>3</sup> <sup>1</sup>eagle.

Sank.  
Sky.  
Resolute.  
Bird.

§ 4. At twilight some rabbits <sup>1</sup>issued forth from the ruins of an old <sup>1</sup>building, to <sup>1</sup>partake, in the cool of the evening, of their <sup>1</sup>supper.

Came.  
House.  
Eat.  
Food.

§ 5. The eagle moving from his <sup>1</sup>position with the <sup>1</sup>swiftness of an arrow, soon <sup>1</sup>bore away to the mountain top <sup>1</sup>viands that an epicure<sup>3</sup> might relish.

Crag.  
Quickness.  
Carried.  
Victuals.

§ 6. "Oh! <sup>1</sup>continued attention has given thee a better <sup>1</sup>supper than our house can furnish," <sup>1</sup>shouted the boy.

Patient.  
Meal.  
Exclaimed.

§ 7. I will <sup>1</sup>learn a lesson of you! I will <sup>1</sup>hereafter<sup>3</sup> attend to my books! I will <sup>1</sup>persevere. I will endure the scorching <sup>1</sup>rays of the sun.

Take.  
Henceforth.  
Patiently try  
Heat.

§ 8. My <sup>1</sup>purpose like thine shall be fixed. I will not <sup>1</sup>*give up*. I will seek knowledge so long as I <sup>1</sup>have life.

Aim.  
Yield.  
Possess.

§9. Since then <sup>1</sup>a quarter of a <sup>1</sup>century has rolled into eternity. <sup>1</sup>Principles of science that were then unknown<sup>3</sup> have been <sup>1</sup>applied to the practical <sup>1</sup>purposes of life, and alike astonished and <sup>1</sup>benefited mankind.

§10. This once <sup>1</sup>desponding boy now moves in the <sup>1</sup>van of the improvers<sup>3</sup> and <sup>1</sup>elevators<sup>3</sup> of human <sup>1</sup>society.

§11. <sup>1</sup>Those who once deemed him <sup>1</sup>beneath their notice, are now glad in their turn to be <sup>1</sup>noticed by him.

§12. Though once, <sup>1</sup>apparently, <sup>1</sup>doomed to a life of poverty and labor, the lesson of <sup>1</sup>perseverance taught him by the eagle has <sup>1</sup>raised him to honor and to <sup>1</sup>extended usefulness.

§13. May you, my <sup>1</sup>young friends, take new <sup>1</sup>courage from this story of the <sup>1</sup>ant, the spider, the knife, and the <sup>1</sup>eagle.

§14. Truly the <sup>1</sup>whole world of nature is one continued <sup>1</sup>scene of instruction, of wonder, and of <sup>1</sup>ADORATION.

One. ?

100 years.

Truths.

Brought.

Duties.

Aided.

Discouraged.

Front.

Raisers.

Beings.

They.

Below.

Aided.

Evidently.

Destined.

Resolution.

Elevated.

Great.

Dear.

Resolution.

Insect.

Bird of prey.

Entire.

Plan.

Praise.





## LESSON XXXVII.?

## UPWARD—ONWARD.

1. THIS 'your watchword,<sup>5</sup> glorious one,  
 'While contending with your lot;  
 Rest not till the race 'be done,  
 And the glorious 'goal be won,  
 'Upward; onward; falter not.

2. Onward through<sup>5</sup> the 'mists of error,  
 'Fearless moving, clear the way;  
 Acting right, ye'll 'know no terror,  
 Though the 'storm comes near and nearer,  
 Upward; onward; 'watch and pray.

3. 'Sit not down in brooding<sup>5</sup> sorrow,  
 Joy 'unseen may yet be near;  
 Let your 'heart no trouble borrow,  
 Bright the day that 'dawns to-morrow,  
 Upward; onward; 'never fear.

4. Action—action; time is 'speeding,<sup>5</sup>  
 And your years are 'short and few;  
 Work ye 'must, the foremost leading,  
 Rain and 'storm but little heeding;  
 Upward; onward; 'firm and true.

?  
 Thy.  
 When.  
 Is.  
 Prize.  
 Look up.

Fogs.  
 Dauntless.  
 Meet.  
 Clouds.  
 Look.

Lie.  
 Unknown.  
 Mind.  
 Comes.  
 Do not.

Fleeing.  
 Brief.  
 Shall.  
 Hail.  
 Right.

|                                                                                                                                                                                                                                                                                    |                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| 5. From the past a <sup>1</sup> lesson learning, <sup>5</sup><br>Onward <sup>1</sup> move, by duty led ;<br>With a <sup>1</sup> truthful eye discerning<br>Right from wrong, nor backward <sup>1</sup> turning,<br>Upward ; onward ; <sup>1</sup> straight ahead.                  | Duty. <sup>2</sup><br>Go.<br>Youthful. <sup>2</sup><br>Moving.<br>Tread.         |
| 6. Let no thought of <sup>1</sup> gain or power<br><sup>1</sup> Serve you from the path of right ;<br><sup>1</sup> Virtue is a diamond <sup>5</sup> dower,<br>Growing <sup>1</sup> brighter every hour ;<br>Upward ; <sup>1</sup> onward ; day and night.                          | Wealth.<br>Turn.<br>Honor.<br>Richer.<br>Push on.                                |
| 7. Though <sup>1</sup> life's tempests <sup>5</sup> round you gather,<br><sup>1</sup> Tremble not, but press the sod<br>With firmer step, the <sup>1</sup> storm you'll weather,<br><sup>1</sup> Putting heart and head together ;<br>Upward ; <sup>1</sup> onward ; trust in God. | Brief. <sup>2</sup><br>Quiver.<br>Tempest.<br>Placing. <sup>2</sup><br>Press on. |

## LESSON XXVIII.?

### THE DANDY AND HIS TURKEY.

|                                                                                                                                                                                                                 |                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| §1. Chief Justice Marshall <sup>1</sup> was in<br>the <sup>1</sup> habit of going to market himself,<br>and carrying <sup>3</sup> home his <sup>1</sup> purchases.                                              | Had. <sup>2</sup><br>Practice.<br>Provision. <sup>2</sup>            |
| §2. <sup>1</sup> Frequently he would be seen<br>at <sup>1</sup> sunrise, with poultry in one hand<br>and vegetables <sup>3</sup> in <sup>1</sup> the other.                                                     | Repeatedly.<br>Day-break. <sup>2</sup><br>Another.                   |
| §3. On one of <sup>1</sup> these occasions, a<br><sup>1</sup> fashionable young man was swearing<br>violently, <sup>3</sup> because he could find no <sup>1</sup> one<br>to carry home his <sup>1</sup> turkey. | Those.<br>Foppish. <sup>2</sup><br>Person.<br>Purchase. <sup>2</sup> |

§4. The Chief Justice <sup>1</sup>stepped up and said to him: "This is on my <sup>1</sup>way, and I will <sup>1</sup>take it for you." When he <sup>1</sup>came to the house, the young man inquired.<sup>3</sup> "What <sup>1</sup>shall I pay you?"

§5. "O nothing,"<sup>3</sup> <sup>1</sup>said the Chief Justice, "it was on my <sup>1</sup>way home, and no <sup>1</sup>trouble."

§6. "Who was that <sup>1</sup>polite<sup>3</sup> old man that <sup>1</sup>brought home my turkey?" <sup>1</sup>inquired he of a bystander.

§7. "That," <sup>1</sup>replied he, "is John Marshall,<sup>3</sup> Chief Justice of the <sup>1</sup>U. S." "Why did he <sup>1</sup>bring home my turkey?" <sup>1</sup>asked the young man.

§8. To give you a severe <sup>1</sup>reprimand, and <sup>1</sup>teach you to attend to your own business,<sup>3</sup> was the <sup>1</sup>reply.

§9. True,<sup>41</sup> genuine greatness<sup>3</sup> never feels above doing anything that is <sup>1</sup>useful. The <sup>1</sup>truly great man will never feel above <sup>1</sup>helping himself.

§10. My dear young <sup>1</sup>friends, may the noble examples<sup>3</sup> of the <sup>1</sup>illustrious dead be constantly <sup>1</sup>followed by you. May you never <sup>1</sup>shrink from <sup>2</sup>the performance of your duty.

?  
Walked.

Route.

Carry.2

Reached.

Must.2

Replied.

Road.

Hindrance.

Kind.2

Carried.

Asked.

Said.

United States

Lug.

Inquired.

Reproof.

Learn.2

Answer.

Veritable.

Beneficial.

Really.

Serving.

Readers.

Revered.

Imitated.

Desist.

2 Doing.





## LESSON XXXIX.?

## THE ROSE AND THE GRAVE.

1. THE Rose 'said to the Grave—

“O 'sullen tomb,<sup>3</sup>

Where 'go the souls, that day by day

'Pass to thy gloom?”

?  
Spake.

Dreary.

Pass.

Go.

2. The 'Grave said to the Rose—

“O 'flower of love,

Where 'go the dew-nights on thy breast,<sup>3</sup>

'Shed from above?”

Tomb.

Rose.2

Are.2

Dropped.

3. The 'Rose said to the Grave—

“A *perfume* rare,

My leaves from 'night distil,<sup>3</sup>

'Sweetening the air.”

Flower.

An odor.

Dews.2

Scenting.2

4. The Grave 'said to the Rose—

“'To me 'tis given<sup>3</sup>

To make of 'souls, that come to me,

'ANGELS IN HEAVEN.”

Then told.

A pow'r is.

Those.2

Seraphs.



## LESSON XL.?

DO AS YOU WOULD BE DONE BY.

§ 1. THIS sentence contains<sup>3</sup> the 'sub-stance of the moral law. The 'rule which 'points out our duty to our 'fellow-men.

Pith. ?  
Guide.  
Indicates.  
Neighbors.

§ 2. Now, what do we 'wish of our neighbors? How do we 'desire that 'others should treat us?

Desire.  
Wish.  
People.

§ 3. We wish kind, 'just and cha-ritable 'treatment; we wish them to be polite, affectionate, 'cheerful and 'pleasant.<sup>3</sup>

Honorable.  
Deportment 2  
Lively.  
Affectionate.

§4. Let us, then, be <sup>1</sup>kind, just, charitable, polite, <sup>1</sup>affectionate, cheerful, and <sup>1</sup>pleasant<sup>3</sup> to others.

<sup>?</sup>  
Obliging.

Kind.

Agreeable.

Follow.

Excellent.<sup>2</sup>

Comfortable.

Good<sup>2</sup>.

Desirable.

Be.

§5. If all would <sup>1</sup>observe this <sup>1</sup>beautiful rule, which Christ<sup>3</sup> has given us, how <sup>1</sup>happy should we be. How <sup>1</sup>happy should we make all around us! What a <sup>1</sup>delightful world this would <sup>1</sup>become.

Contention.

§6. There would<sup>3</sup> be no <sup>1</sup>fighting, no wars. All would be <sup>1</sup>peace and bliss. Suffering would <sup>1</sup>hardly be known.

Happiness.

Scarcely.

§7. <sup>1</sup>Then every one should look about and do to his <sup>1</sup>neighbor<sup>3</sup> as he would <sup>1</sup>wish his neighbor to do to him, and try to show how <sup>1</sup>pleasantly this rule <sup>1</sup>would work.

If.

Friend.<sup>2</sup>

Desire.

Agreeably.

Will.

§8. Let me tell you <sup>1</sup>a story. The horse of a <sup>1</sup>pious man chanced to <sup>1</sup>stray into the road. His neighbor put him into the <sup>1</sup>place provided by law for stray cattle.

An anecdote.

Good.

Run.

Pound.

§9. Happening<sup>3</sup> to meet the <sup>1</sup>owner soon after, he <sup>1</sup>told him what he had done. "And if <sup>1</sup>hereafter, I catch <sup>1</sup>him in the road," said he, "I will do it <sup>1</sup>again."

Possessor.

Informed.

In future.

Your horse.

Once more.

§10. Neighbor," <sup>1</sup>replied the other in a <sup>1</sup>mild tone, "not long since I looked<sup>3</sup> out of my window, on a <sup>1</sup>rainy day, and saw your cattle in my <sup>1</sup>field.

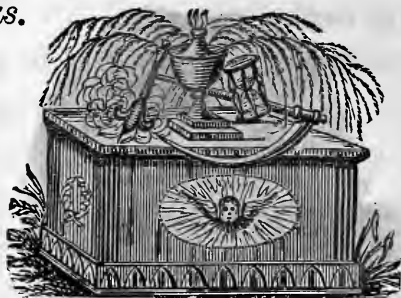
§11. I went forth, and <sup>1</sup>drove them out, and <sup>1</sup>shut them in your yard, and if the like should occur <sup>1</sup>hereafter, I will do it <sup>1</sup>again."

§12. Struck with the <sup>1</sup>reply, the man liberated<sup>3</sup> the <sup>1</sup>horse from the <sup>1</sup>pound, and insisted on paying the <sup>1</sup>charges himself.

§13. The <sup>1</sup>example of the Christian<sup>3</sup> man made a <sup>1</sup>Christian of his neighbor. They both lived <sup>1</sup>pleasantly and happily on <sup>1</sup>adjoining farms for many <sup>1</sup>years.

§14. They both at last <sup>1</sup>died with the hope of a <sup>1</sup>glorious immortality.<sup>3</sup> May we all do by <sup>1</sup>others as we would like them, in similar <sup>1</sup>circumstances, to do <sup>1</sup>by us.

?  
 Answered.  
 Pleasant.  
 Stormy:  
 Meadow.  
 Chased.  
 Put.  
 Any more.  
 Once more.  
 Answer.  
 Animal.2  
 Legal enclosure.2  
 Damages.  
 Conduct.  
 Good man.  
 Quietly.2  
 Contiguous.  
 Days.2  
 Departed.  
 Blessed.  
 People.  
 Positions.  
 In return.





LESSON XLI.?

LOVING AND FORGIVING.

1. OH, loving and 'forgiving—  
Ye 'angel-words of earth,  
'Years were not worth the living,<sup>5</sup>  
If ye 'too *had not* birth.

?  
Forbearing.2  
Gentle.2  
Time.2  
Had here no.

2. Oh, loving and 'forbearing—  
How 'sweet your missions here :  
The 'grief that ye are sharing<sup>5</sup>  
Hath 'blessings in its tears.

Forgiving.  
Kind.  
Pain.2  
Mercies.

3. Oh, 'stern and unforgiving<sup>5</sup>—  
Ye 'evil words of life ;  
That mock the 'means of living  
With *never ending* strife.

Harsh.  
Sinful.  
Way.  
Stern unending.

4. Oh, harsh and 'unrepenting—  
How 'would ye meet the grave,  
If 'Heaven, as unrelenting,<sup>5</sup>  
'*Forbore not* nor forgave?

Unforgiving.  
Could.  
God.  
Ne'er pitied.

5. Still 'breathe your influence o'er<sup>3</sup> us—  
Whene'er by 'passion crossed,  
And angel-like 'restore us  
The 'paradise we lost.

Spread.2  
Temper.  
Return.  
Inward peace

## LESSON XLII.?

## THE COTTON TREE.

§1. THOUGH you <sup>1</sup>*every day* see <sup>?</sup>Constantly.  
 gowns, <sup>1</sup>waistcoats, stockings,<sup>3</sup> and <sup>?</sup>Vests.  
 similar <sup>1</sup>things, made of cotton, yet I <sup>?</sup>Articles.  
 believe you will all be <sup>1</sup>astonished to <sup>?</sup>Surprised.  
 learn its <sup>1</sup>history. <sup>?</sup>Character.2

§2. This cotton, which <sup>1</sup>supplies <sup>?</sup>Furnishes.  
 us with so many of our <sup>1</sup>domestic arti- <sup>?</sup>Home.  
 cles, was first taken from the <sup>1</sup>fruit of <sup>?</sup>Pod.2  
 a particular<sup>3</sup> <sup>1</sup>tree. <sup>?</sup>Plant.2

§3. The cotton tree, which <sup>1</sup>grows <sup>?</sup>Vegetates.  
 in <sup>1</sup>different warm countries,<sup>3</sup> is of <sup>?</sup>Several.  
 three sorts; the first <sup>1</sup>creeps on the <sup>?</sup>Grows.2  
<sup>1</sup>earth; the second is a shrub. <sup>?</sup>Ground.

§4. The third <sup>1</sup>is among the <sup>?</sup>Ranks.  
 largest trees of the <sup>1</sup>forest, and is <sup>?</sup>Woods.  
 often <sup>1</sup>called the tulip<sup>3</sup> tree. These<sup>4</sup> <sup>?</sup>Named.  
 all bear <sup>1</sup>*a fruit* about the size of a <sup>?</sup>Balls.2  
 hen's egg, with an outside <sup>1</sup>coat en- <sup>?</sup>Covering.2  
 tirely <sup>1</sup>black. <sup>?</sup>Jet.

§5. The fruit when it <sup>1</sup>becomes quite ripe, opens and <sup>1</sup>discovers a white <sup>1</sup>down, to which we <sup>2</sup>give the name of cotton.

§6. The cotton of the <sup>1</sup>*creeping plant* is <sup>1</sup>considered the best.<sup>4</sup> This <sup>1</sup>downy matter goes through a variety of operations, for the purpose of <sup>1</sup>*separating it from the* <sup>1</sup>seeds.

§7. The cotton is thus <sup>1</sup>changed and made into thread, and <sup>1</sup>given into the hands of the weaver,<sup>3</sup> who <sup>1</sup>makes it into cloths of <sup>1</sup>various thickness.

§8. The <sup>1</sup>quality of the cloths depends on the <sup>1</sup>purpose for which they are <sup>1</sup>intended; as, for example, thin <sup>1</sup>muslin, or thick velvet.

§9. I suppose that more of the <sup>1</sup>inhabitants of the world are <sup>1</sup>clothed with cotton, than with any other <sup>1</sup>substance. It is <sup>1</sup>cheap, and is at once warm and <sup>1</sup>light.

§10. It <sup>1</sup>keeps the skin dry and <sup>1</sup>comfortable, on which account it is better for <sup>1</sup>warm countries<sup>3</sup> than linen. <sup>1</sup>Though the latter<sup>4</sup> feels colder when you first <sup>1</sup>put it on.

? Grows.

Discloses.

Fuzz.

2Assign.

Vine.

Thought.

Light.2

Getting out.

Grains.2

Altered.

Put.

Manufac-  
tures.

Different.

Kind.

Use.

Designed.

Cloth.

People.

Clad.

Material.

Low priced.

Convenient.2

Preserves

Agreeable.

Hot.

Although.3

Try.2

§11. Cotton <sup>1</sup>fabrics form the chief clothing<sup>3</sup> for the toiling <sup>1</sup>million, and some of the finest <sup>1</sup>ornaments of the <sup>1</sup>wealthy.

§12. When the <sup>1</sup>clothing made from <sup>1</sup>this article can be no longer worn, the very <sup>1</sup>rags are converted into paper, on which <sup>1</sup>nearly all the <sup>1</sup>Bibles of the world are printed.<sup>3</sup>

§13. We cannot be sufficiently <sup>1</sup>grateful for the <sup>1</sup>blessing of the cotton plant, which can be <sup>1</sup>converted to so many <sup>1</sup>useful purposes.<sup>3</sup>

§14. It affords employment<sup>3</sup> and <sup>1</sup>subsistence to many thousands of <sup>1</sup>industrious persons, and <sup>1</sup>clothing and comfort to many <sup>1</sup>millions.

15. Let us admire, as we <sup>1</sup>ought, the <sup>1</sup>ingenuity of man, by which he has been enabled to <sup>1</sup>turn this plant so <sup>1</sup>extensively to his own use.

§16. Let us ever <sup>1</sup>remember that this <sup>1</sup>wonderful skill is the gift of our <sup>1</sup>HEAVENLY FATHER, to whom all the <sup>1</sup>glory belongs.<sup>3</sup>



|   |               |   |
|---|---------------|---|
| ? | Cloths.       | ? |
|   | Masses.2      |   |
|   | Dresses.2     |   |
|   | Opulent.      |   |
|   | Articles.     | ? |
|   | Cotton.       |   |
|   | Tatters.      |   |
|   | Most of.      |   |
|   | Books.2       |   |
|   | Thankful.     | ? |
|   | Gift.2.       |   |
|   | Turned.       |   |
|   | Beneficial.   |   |
|   | Support.      | ? |
|   | Laboring.     |   |
|   | Dress.        |   |
|   | People.2      |   |
|   | Should.       | ? |
|   | Skill.        |   |
|   | Fashion.      |   |
|   | Generally.    |   |
|   | Bear in mind. | ? |
|   | Surpassing.2  |   |
|   | Beneficent.   |   |
|   | Honor.        |   |





## LESSON XLIII.?

## MY SISTER.

1. Who was it when we <sup>1</sup>*both were* young,  
First prais'd me with her <sup>1</sup>*artless* tongue,  
And on my neck delighted hung?<sup>1</sup>—
2. Who ran <sup>1</sup>*about* with me all day,  
And when at hide and <sup>1</sup>*seek* we'd play,  
Who came to find me where I lay?<sup>1</sup>—
3. And <sup>1</sup>*when* to school I went to stay,  
For boys must <sup>1</sup>*learn* as well as play,  
Who sobb'd to see me go away?<sup>1</sup>—
4. For it was <sup>1</sup>*ever* our delight,  
To <sup>1</sup>*love* each other day and night,  
Nor would I do a thing to spite,<sup>1</sup>—
5. O! may it be thy <sup>1</sup>*precious* choice,  
Our <sup>1</sup>*aged* parents to rejoice,  
And soothe them with thy tender voice,<sup>1</sup>—
6. And may that <sup>1</sup>*sacred* power above,  
Still fill thy heart with <sup>1</sup>*filial* love,  
And all thy virtuous ways approve,<sup>1</sup>—

?  
Were quite.  
Guileless.  
My Sister.

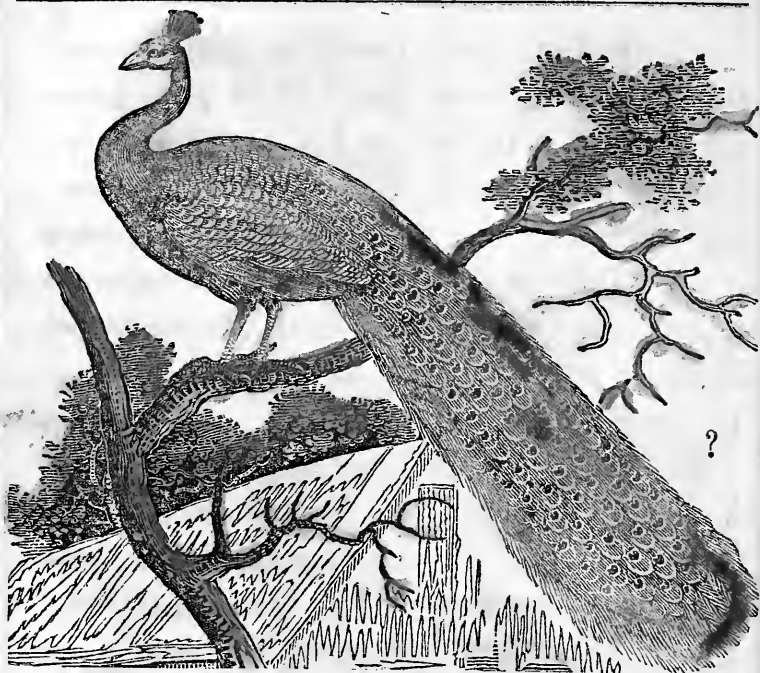
Around.  
Look.  
My Sister.

If?<sup>2</sup>  
Read.  
My Sister.

Always.  
Please.<sup>2</sup>  
My Sister.

Happy.  
Honored.<sup>2</sup>  
My Sister.

Gracious.  
Tender.  
My Sister.



## LESSON XLIV.?

## BORROWED CLOTHES.

§1. A LITTLE <sup>1</sup>boy<sup>3</sup> and girl were once seated on a flowery <sup>1</sup>bank, and talking proudly about their <sup>1</sup>dress.

§2. See, said the boy, my <sup>1</sup>beautiful new hat. I have also a fine <sup>1</sup>blue jacket<sup>3</sup> and <sup>1</sup>trousers, and a nice pair of <sup>1</sup>shoes. It is not every one who is <sup>1</sup>dressed so finely as I am!

?  
Lad.  
Mound  
Clothing.  
Handsome.  
New.2  
Pantaloons.  
Boots.  
Attired.2

§ 3. <sup>1</sup>Indeed, said the little girl, I think I am dressed <sup>1</sup>finer than you. I have a silk <sup>1</sup>pelisse, and a beautiful <sup>1</sup>feather in my silk bonnet. I know my <sup>1</sup>dress cost the most.<sup>4</sup>

§ 4. <sup>1</sup>*Hold your peace*, said a silk-worm crawling near the <sup>1</sup>hedge. Neither<sup>3</sup> of you have any <sup>1</sup>reason to be <sup>1</sup>proud of your clothes.

§ 5. Your dresses are <sup>1</sup>only second hand, and have all <sup>1</sup>*been worn by* some <sup>1</sup>creature or other, which you think very <sup>1</sup>mean. Why, Miss! that silk bonnet<sup>3</sup> first <sup>1</sup>*wrapped up* such <sup>1</sup>*a worm* as I am.

§ 6. There what do you <sup>1</sup>*say to* that? <sup>1</sup>said the boy, your <sup>2</sup>dress is second hand. Aha! Aha! Aha! And the feather, exclaimed a bird <sup>1</sup>perched upon a tree, was stolen <sup>3</sup>from, or <sup>1</sup>*cast off* by one of my <sup>1</sup>race.

§ 7. What do you say to that, <sup>1</sup>repeated the boy. Well my <sup>1</sup>dress was not <sup>1</sup>natural to either birds<sup>3</sup> or worms. My clothes are <sup>1</sup>bran new; they have <sup>1</sup>never been worn by <sup>2</sup>insects. O fie! fie! fie!

<sup>?</sup>  
In fact.

Prettier.

Cloak.

Plume.

Clothing.

Be quiet.

Bushes.

Cause.

Boasting.

Entirely.

Covered.

Animal.

Filthy.

Enclosed.

An insect.

Think of.

Cried.

<sup>2</sup>Apparel.

Sitting.

Shed.

Clan.

Asked.

Clothing.

Common.

Right.<sup>2</sup>

Not.

<sup>2</sup>Worms.

§ 8. Stop, said a sheep <sup>1</sup>grazing close by. They were worn <sup>1</sup>on the back of some of my <sup>1</sup>family before they were made for you. As for your <sup>1</sup>hat, said a <sup>1</sup>rabbit, some of my kin supplied the fur for <sup>1</sup>that article.

§ 9. Truly! truly! <sup>1</sup>replied the girl, and the calves and <sup>1</sup>oxen, like those in that <sup>1</sup>field, were killed not merely to <sup>1</sup>furnish us food, but also to give us their <sup>1</sup>skins to make our shoes.

§ 10. My young <sup>1</sup>friends! we may learn from this lesson the <sup>1</sup>folly of <sup>1</sup>being proud of our clothes, since we are often <sup>1</sup>indebted to the lowest <sup>1</sup>creatures for them.

§ 11. We should ever be <sup>1</sup>thankful, that our <sup>1</sup>Heavenly Father has given us the wisdom to contrive the <sup>1</sup>best way of making our clothes <sup>1</sup>fit to wear, and the best means of <sup>1</sup>procuring them for our <sup>1</sup>comfort.

§ 12. We ought never to be <sup>1</sup>proud and vain on account of having <sup>1</sup>rich parents and fine clothes to wear. <sup>1</sup>Humility and <sup>1</sup>goodness are always preferred to <sup>1</sup>beauty.

?

By.

Race.

Cap.

Cony.

It.

Answered.

Bullocks.

Pasture.

Give.

Hides.

Readers.

Vanity.

Becoming

Obliged.2

Animals.

Grateful.

Maker.

Right.

Suitable.

Wearing.

Convenience.

Haughty.

Wealthy.

Meekness.

Comliness.

Riches.

§13. The rich may <sup>1</sup>become poor, and the poor may <sup>1</sup>yet be wealthy. But the enjoyment of all <sup>1</sup>earthly possessions <sup>1</sup>terminates with our brief earthly <sup>1</sup>career, while the blessings of a pious life <sup>1</sup>lasts forever.

?  
Grow.  
Soon.  
Worldly.  
Ends.  
Existence.  
Continues.



## LESSON XLV.?

## MY BROTHER.

- |                                                                                                                                                                  |                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| 1. WHO <sup>1</sup> often with me kindly play'd,<br>And all my <sup>1</sup> little playthings made,<br>My kite or ball—though still unpaid? <sup>1</sup> —       | ?<br>Was it.2.<br>Pretty.<br>..... |
| 2. WHO <sup>1</sup> made a sled when winter came,<br>With little <sup>1</sup> ropes to draw the same,<br>And on its sides carv'd out my name? <sup>1</sup> —     | ?<br>Built.<br>Strings.<br>.....   |
| 3. WHO after him <sup>1</sup> my sled would tow,<br><sup>1</sup> Swift o'er the ice, where'er I'd go,<br>And marked the gliding wave below? <sup>1</sup> —       | ?<br>This.<br>Quick.<br>.....      |
| 4. WHO <sup>1</sup> smil'd to chase my childish fear,<br>And <sup>1</sup> wip'd away the falling tear,<br>When the old ice crack'd loud and near? <sup>1</sup> — | ?<br>Laugh'd.<br>Brush'd.<br>..... |

|                                                                                                                                                                    |                                                 |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|---|
| 5. And who was it <sup>1</sup> <i>that taught to me</i><br>The <sup>1</sup> seeds of learning A, B, C,<br>On paper mark'd them out for me? <sup>1</sup> —          | <sup>?</sup><br>Instructed.<br>Way.<br>.....    | ? |
| 6. Who to school <sup>1</sup> my books would bear,<br>And <sup>1</sup> lead me o'er the bridge with care,<br>And lessons find for me when there? <sup>1</sup> —    | Our.<br>Take.<br>.....                          | ? |
| 7. Who <sup>1</sup> gathered apples from the tree?<br>Chestnuts <sup>1</sup> and walnuts, too, for me,<br>Who, cheerful, did all this? 't was thee, <sup>1</sup> — | Shook the.<br>With.<br>.....                    | ? |
| 8. And when <sup>1</sup> a present he had got,<br>O! who was it <sup>1</sup> that ne'er forgot,<br>To share with me his happy lot? <sup>1</sup> —                  | The. <sup>2</sup><br>Who.<br>.....              | ? |
| 9. Then I do love <sup>1</sup> thee very well,<br>Yes, more than <sup>1</sup> any words can tell;<br>Thy name shall in my bosom dwell, <sup>1</sup> —              | You. <sup>2</sup><br>All. <sup>2</sup><br>..... | ? |
| 10. For thou wert always <sup>1</sup> good and kind,<br>And I could <sup>1</sup> speak to thee my mind,<br>Sweet solace from thy lips to find, <sup>1</sup> —      | True.<br>Tell.<br>... ..                        | ? |
| 11. These <sup>1</sup> joyful days have had an end;<br>But oh! to me thy <sup>1</sup> kindness lend,<br>And still remain my dearest friend, <sup>1</sup> —         | Pleasant.<br>Good will.<br>.....                | ? |
| 12. And may I ever <sup>1</sup> grateful be<br>For all thy <sup>1</sup> kindness shown to me,<br>And ne'er withdraw my love from thee, <sup>1</sup> —              | Thankful.<br>Goodness.<br>.....                 | ? |

## LESSON XLVI.?

## OUR HEAVENLY FATHER.

§1. I <sup>1</sup>SHOULD like to have you <sup>?</sup>Would.  
<sup>1</sup>put your hand on your left side, where <sup>?</sup>Place.  
 your heart is. Do you feel it <sup>1</sup>beat? <sup>?</sup>Pulsate.  
 I <sup>1</sup>suppose you do. <sup>?</sup>Imagine.

§2. Well, I wish you would <sup>1</sup>try to <sup>?</sup>Endeavor.  
 stop its <sup>1</sup>beatings; will you? You say, <sup>?</sup>Throbbings.  
 I cannot. Well, try <sup>1</sup>again. Can <sup>?</sup>Once more.  
 you not <sup>1</sup>stop it? No, you say, I <sup>?</sup>Hold.  
<sup>1</sup>cannot. <sup>?</sup>Am unable.

§3. Well, make it <sup>1</sup>beat slower; can <sup>?</sup>Strike.  
 you not do that? No, you <sup>1</sup>say, I <sup>?</sup>Answer.  
 am <sup>1</sup>unable to do that. <sup>?</sup>Not able.

§4. But have you the <sup>1</sup>power to do <sup>?</sup>Ability.  
 anything with it? have you no <sup>1</sup>power <sup>?</sup>Control  
 over it? No, you <sup>1</sup>say. <sup>?</sup>Reply.

§5. You <sup>1</sup>know that if your heart <sup>?</sup>Are aware  
 should <sup>1</sup>stop beating, you would die; <sup>?</sup>Cease.  
 now I <sup>1</sup>want to know who makes it <sup>?</sup>Wish.  
<sup>1</sup>beat. It is not you; you can do <sup>?</sup>Move.  
 nothing with <sup>1</sup>it. <sup>?</sup>The heart.

§6. Well, who is it? who <sup>1</sup>kept it beating all last <sup>1</sup>night, when you were <sup>1</sup>asleep?

?  
Watched.<sup>1</sup>  
Evening.  
Slumbering.

§7. Who kept it beating all <sup>1</sup>last week, when you were <sup>1</sup>playing with your <sup>1</sup>mates?

The.  
Romping.  
Associates.

§8. Who kept it beating all <sup>1</sup>last winter and summer? who has kept <sup>1</sup>it <sup>1</sup>beating ever since you were born? Why, our Heavenly <sup>1</sup>Father.

The past.  
The pulse.  
In motion.  
Friend.<sup>2</sup>

§9. Well, ought you not to <sup>1</sup>thank him? Ought you not to <sup>1</sup>confess your sins? Ought you not to ask his <sup>1</sup>aid in living <sup>1</sup>purser lives?

Love.  
Acknowledge  
Assistance.  
Holy.

§10. If he had not <sup>1</sup>*watched over* you, and kept it <sup>1</sup>beating, you would have died <sup>1</sup>years ago.

Preserved.  
Pulsating.  
Long.

§11. We owe our lives, and all <sup>1</sup>other blessings, to the <sup>1</sup>goodness of our Creator. <sup>1</sup>*May we* all therefore aspire continually after <sup>1</sup>*an acquaintance* with his <sup>1</sup>perfections.

Our.  
Kindness.  
Let us.  
A familiarity  
Attributes.

§12. May we <sup>1</sup>pay him that just tribute of grateful <sup>1</sup>praise, which we owe for <sup>1</sup>unnumbered instances of divine mercy and <sup>1</sup>beneficence.

Return.  
Homage.  
Countless.  
Goodness.





## LESSON XLVII.?

## OUR HEAVENLY FATHER.

- |                                                                                                                                                                           |                                             |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|---|
| 1. WHEN morning 'pours its golden rays,<br>O'er hill and 'vale, o'er earth and sea,<br>My 'heart unbidden swells in praise,<br>'Father of light and life to Thee !        | Sheds.<br>Dale.<br>Soul.<br>Giver.          | ? |
| 2. When noon sends 'forth its melting beam,<br>And earth 'reposes languidly,<br>While stretched beside the 'cooling stream,<br>My eyes 'gaze upward, Lord, to Thee.       | Down<br>Is resting<br>Pleasant.<br>Look.    | ? |
| 3. When night from heaven 'steals darkly down,<br>And 'throws its robe o'er lawn and lea,<br>My 'saddened spirit seeks thy throne,<br>And 'bows in worship still to Thee. | Creeps.<br>Spreads.<br>Sorrowing.<br>Bends. | ? |
| 4. If tempests sweep the 'angry sky,<br>Or sunbeams 'smile on flower and tree ;<br>If joy or 'sorrow dim my eye,<br>Father in heaven, I 'turn to Thee.                    | Lowering.<br>Shine.<br>Trouble.<br>Come.    | ? |
| 5. Thus, 'Lord of all, thy praise I'll sing,<br>'Through life, whate'er my fortunes be,<br>And 'trust that death my soul will bring,<br>'Father of mercies, home to Thee. | God.<br>In.<br>Hope.<br>Parent.             | ? |



## LESSON XLVIII. ?

## THE RUM AND THE SHEEP.

§ 1. MR. JONES once went 'into his field, and said, "John! I *'did not think* to mention, when I 'hired you, that I think of trying to 'do my work this 'year without rum. How much more must I give you to 'do without it?"

§ 2. "Oh! I do not care 'much about it, you 'may give me anything you 'please. I do not intend to make a 'brute of myself by using liquor."

§ 3. MR. JONES. Well, I 'will give you a sheep in the 'fall if you will do without it. I wish to 'curtail the use of all intoxicating<sup>3</sup> 'drink.

§ 4. JOHN. Agreed. I 'believe I shall be better off without 'it than with it. I intend to 'do without rum the 'remainder of my life.

To. ?  
Omitted. ~  
Engaged.  
Perform.  
Season.  
Go.  
Anything.  
Can.  
Choose.  
Beast.  
Shall.  
Autumn.  
Restrict.  
Beverage.  
Think.  
Rum.  
Get along.  
Balance.

§ 5. Peter, Mr. Jones' oldest 'son, then 'said, Father, will you give me a sheep, if I will 'do without rum?"

?  
Boy.

Asked.

Not use. ?

§ 6. MR. 'J. Yes, Peter, you shall have one of the best sheep in my 'whole flock, if you 'do not use it.

Jones.

Entire.

Will.

§ 7. The bargain was finally 'concluded with each 'laborer. By and by Mr. Jones' youngest 'son came tottering along, and lisps out, 'Pa will you give me a sheep if I will 'do without 'rum?

Made.

Workman.

Child.

Father.

Go.

Liquor.

§ 8. MR. JONES. 'Yes, Timothy, I will give you a sheep, if you will 'do without rum. Timothy 'pauses a few moments, and then 'says, Pa, had not you better take a sheep, 'too?

Gladly.

Work.

Hesitates.

Inquires.

Also.

§ 9. This unexpected<sup>3</sup> and 'laconic query was a 'pozer. Mr. Jones was not at all willing to 'give up the "creator" yet. But the appeal was from a source not to be 'resisted.

Brief.

Puzzle.

Surrender.

Whisky.

Withstood.

§ 10. The result was that all 'intoxicating 'drinks were banished from all that vicinity, to the great joy and 'permanent 'peace, prosperity, and happiness of the whole 'neighborhood.

Inebriating.

Spirits.

Lasting

Quiet.

Vicinity.

## LESSON XLIX.?

## CAROL FOR THE NEW YEAR.

- |                                                                                                                                                                                                                          |                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| 1. "RING out, <sup>1</sup> wild bells, to the wild sky,<br>The <sup>1</sup> flying cloud, the frosty night.<br>The year is <sup>1</sup> dying in the night;<br>Ring out, <sup>1</sup> wild bells, and let him die.       | Clear.<br>Passing.<br>Leaving.<br>Bright.2 |
| 2. Ring out the <sup>1</sup> old, <sup>4</sup> ring in the new,<br>Ring, <sup>1</sup> happy bells, across the snow;<br>The Year is <sup>1</sup> going, let him go;<br>Ring out the <sup>1</sup> false, ring in the true. | Year.2<br>Pleasant<br>Dying.2<br>Old.2     |
| 3. Ring out the <sup>1</sup> grief that saps the mind,<br>For those <sup>1</sup> that here we see no more;<br>Ring out the <sup>1</sup> feud of rich and poor,<br>Ring in <sup>1</sup> redress to all mankind.           | Pain.<br>Which.<br>Wars.2<br>Relief.       |
| 4. Ring out a slowly <sup>1</sup> dying cause,<br>And <sup>1</sup> ancient forms of party strife;<br>Ring in the <sup>1</sup> nobler modes of life,<br>With sweeter manners, <sup>1</sup> purser laws.                   | Sinking.<br>Olden.<br>Better.<br>Nobler.   |
| 5. Ring out <sup>1</sup> false pride in place and blood<br>The <sup>1</sup> civic slander and the spite;<br><sup>1</sup> Ring in the love of truth and right,<br>Ring in the <sup>1</sup> common love of God.            | Base.<br>Cruel.<br>Chime.<br>Blessed.      |



# LESSON L.?

## HELPING ONE ANOTHER.

§1. A <sup>1</sup>HUMOROUS old gentleman, hearing<sup>3</sup> a <sup>1</sup>dispute between his male and his female servant, <sup>1</sup>inquired what was the <sup>1</sup>matter.

§2. The house-maid <sup>1</sup>replied, that, being very <sup>1</sup>tired, she had asked the man to <sup>1</sup>fetch her a pail of water<sup>3</sup> from the <sup>1</sup>well. This he <sup>2</sup>ill-naturedly refused to do.

§3. "Nay," <sup>1</sup>said the old gentleman, "I could not have <sup>1</sup>thought, John, that you could be so <sup>1</sup>ungallant as to refuse to <sup>1</sup>help a female."

§4. John sulkily<sup>3</sup> <sup>1</sup>muttered, "that it was not his <sup>1</sup>business to fetch water; he was not <sup>1</sup>hired to do it."

§5. "True, true;" <sup>1</sup>replied the employer; "I beg your <sup>1</sup>pardon for supposing that you <sup>1</sup>would do any thing that you were not <sup>1</sup>hired to do."

?  
Merry.  
Quarrel.  
Asked.  
Difficulty.  
Answered.  
Fatigued.  
Bring.  
Spring.2  
2Surlily.  
Replied.  
Believed.  
Uncivil.  
Assist.  
Mumbled.  
Place.  
Employed.  
Said.  
Forgiveness.  
Should.2  
Engaged.

§ 6. Go <sup>1</sup>directly, and <sup>2</sup>put the horses to my carriage,<sup>3</sup> and <sup>1</sup>bring it to the door. In a few <sup>1</sup>minutes the carriage <sup>1</sup>came.

?  
Immediately.

Fetch.

Moments.<sup>2</sup>

Arrived.

Requested.

Woman.<sup>2</sup>

Directed.

Often.

Wanted.

Folks.

Moroseness.

Help.

Do.

Recollect.

Jocular.

Youth.

Obliging.

Angry.

Cross.

Try.

Particularly.

School-mates.

Make up.

Drive.

Ill-will.

Firesides.

Agreeable.

§ 7. The old gentleman <sup>1</sup>directed the <sup>1</sup>house-maid to get in<sup>4</sup> with her pail, and <sup>1</sup>ordered John to drive her to the well as <sup>1</sup>many times as she <sup>1</sup>wished.

§ 8. Whenever young <sup>1</sup>people feel a grudging<sup>3</sup> disposition, and <sup>1</sup>unwillingness to render any little <sup>1</sup>service that they are not accustomed to <sup>1</sup>perform, let them <sup>1</sup>remember the old gentleman's <sup>1</sup>humorous reproof.

§ 9. <sup>1</sup>They should at all times be <sup>1</sup>accommodating, and strive not only to shun <sup>1</sup>cross words, but also sour, angry, and <sup>1</sup>morose looks.<sup>3</sup>

§ 10. Let them <sup>1</sup>strive to be obliging to all,<sup>4</sup> <sup>1</sup>especially to their brothers, sisters, and <sup>1</sup>playmates; and seek every opportunity to <sup>1</sup>atone for unkindness.

§ 11. In this way they will <sup>1</sup>banish noise, contention and <sup>1</sup>anger, from their <sup>1</sup>homes, and make them pleasant, cheerful<sup>3</sup> and <sup>1</sup>happy.



## LESSON LI.?

## PEACE.

- |                                                                                                                                                                                                                         |                                               |   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---|
| 1. ALL who <sup>1</sup> inhabit this fair Earth, <sup>5</sup><br>One common <sup>1</sup> path must tread;<br>This <sup>1</sup> walk commences with our birth,<br>Nor <sup>1</sup> ends till we are dead.                | ?<br>Enliven.<br>Walk.<br>March.<br>Stops.    | ? |
| 2. Along this <sup>1</sup> path, on either side, <sup>5</sup><br><sup>1</sup> Grow flowers of every hue;<br>Whose broad green leaves <sup>1</sup> droop low, and hide<br>Thorns from the <sup>1</sup> traveller's view. | Road.<br>Are.2<br>Bend.<br>Pilgrim's.         | ? |
| 3. Some <sup>1</sup> cull the choicest flowers with care,<br>To <sup>1</sup> scatter on the road,<br>While others <sup>1</sup> pluck the thorns they bear,<br>And <sup>1</sup> cast them on the sod.                    | Pick.<br>Strew upon.<br>Pull.<br>Throw.       | ? |
| 4. The roses cheer our <sup>1</sup> drooping hearts,<br>When we <sup>1</sup> are sad, or ill;<br>But thorns like those, which <sup>1</sup> Envy darts,<br>Our souls with <sup>1</sup> anguish fill.                     | Troubled.<br>Feel bad.<br>Malice.<br>Sorrow.  | ? |
| 5. Be it our part to <sup>1</sup> strew bright flowers,<br><sup>1</sup> On which our friends may tread;<br>Whose <sup>1</sup> balmy odors, o'er their hours,<br>A <sup>1</sup> cheering influence shed.                 | Scatter.<br>O'er.<br>Fragrant.<br>Pleasing.   | ? |
| 6. While from their <sup>1</sup> path our kindly care<br>The <sup>1</sup> cruel thorns remove;<br>We may their heavy <sup>1</sup> burdens bear,<br>And have their <sup>1</sup> grateful love.                           | Feet.2<br>Piercing.<br>Anguish.<br>Heartfelt. | ? |



## LESSON LII.?

## THE BUTTERFLY.

§1. <sup>1</sup>THE butterfly, which we often behold, decked in <sup>1</sup>beautiful colors, nimbly<sup>3</sup> frisking from <sup>1</sup>flower to flower, was once an <sup>1</sup>ugly worm.

§2. It has <sup>1</sup>gone through many <sup>1</sup>transformations, and changed its whole <sup>1</sup>skin at various times. At last it changed<sup>3</sup> into what is <sup>1</sup>called an <sup>1</sup>aurelia.

§3. In this <sup>1</sup>state, it had not the least <sup>1</sup>appearance of life, and for which it previously<sup>3</sup> prepared itself a <sup>1</sup>shelter and <sup>1</sup>defence.

§4. There is one class of these <sup>1</sup>animals, which is of great <sup>1</sup>service to man, I <sup>1</sup>mean the silk-worm.<sup>3</sup>

§5. Before this <sup>1</sup>grub passes into the form of an aurelia,<sup>3</sup> it <sup>1</sup>weaves for itself a web, in which it may be <sup>1</sup>entombed during its lifeless <sup>1</sup>state.

?  
Yonder.<sup>2</sup>

Handsome.

Shrub.

Ill looking.

Passed.

Changes.

Coat.

Named.

Chrysalis.

Condition.

Sign.

Covering.

Home.

Insects.

Use.

Allude to.

Caterpillar.

Makes.

Enshrouded.

Period.



§ 6. It is from this <sup>1</sup>very web that we <sup>1</sup>get all the silk which is used in making silk <sup>1</sup>gowns, silk stockings,<sup>3</sup> ribands, and many other <sup>1</sup>costly pieces of <sup>1</sup>dress.

§ 7. Is it not <sup>1</sup>strange that the magnificent<sup>3</sup> robes, which now <sup>1</sup>deck the finest <sup>1</sup>ladies of our land, were once the <sup>1</sup>shrouds which wrapped poor lifeless <sup>1</sup>worms?

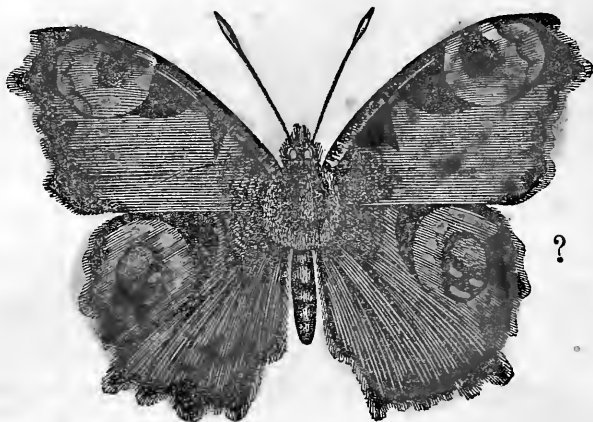
§ 8. Let the <sup>1</sup>metamorphoses through which this fly <sup>1</sup>passes, remind us of those<sup>4</sup> which we must <sup>1</sup>undergo.

§ 9. We all, like the <sup>1</sup>chrysalis, must lie <sup>1</sup>shrouded in the tomb.<sup>3</sup> But from that <sup>1</sup>tomb we also shall arise.

§ 10. If we have done good, we <sup>1</sup>shall be turned into a <sup>1</sup>nobler being.<sup>3</sup> Though we lie down in <sup>1</sup>weakness, we shall be raised in <sup>1</sup>power; though we lie down in death, we shall be raised to <sup>1</sup>life.

§ 11. Remember that <sup>1</sup>God knows our inmost <sup>1</sup>thoughts, and that the <sup>1</sup>pure in heart shall rise with far more exalted faculties,<sup>3</sup> and soar <sup>1</sup>aloft to the bright regions of eternal <sup>1</sup>felicity.

?  
Same.  
Obtain.  
Dresses.  
Magnificent.  
Apparel.  
Singular.  
Adorn.  
Women.  
Winding-sheets.  
Caterpillars.  
Changes.  
Issues.  
Pass through  
Aurelia.  
Helpless.  
Grave.  
Will.  
Happier.  
Feebleness.  
Grandeur  
Glory.  
Jehovah.  
Secrets.  
Holy.  
On high.  
Bliss.



## LESSON LIII.

## THE BUTTERFLY.

1. BEHOLD<sup>3</sup> this <sup>1</sup>pretty butterfly,  
How <sup>1</sup>soft its wings appear!  
The colors of the <sup>2</sup>earth and sky  
Are richly <sup>1</sup>blended here.
2. And yet this <sup>1</sup>little butterfly  
Is <sup>1</sup>neither proud nor vain,  
Though <sup>1</sup>gold and jewels<sup>3</sup> seem to lie  
In <sup>1</sup>gay spots o'er its train.
3. See how it <sup>1</sup>flies from flower to flower.  
No <sup>1</sup>guilt disturbs its breast;  
At eve it <sup>1</sup>hails the tranquil<sup>3</sup> hour,  
And <sup>1</sup>calmly sinks to rest.
4. Learn of this <sup>1</sup>happy butterfly,  
Though finely <sup>1</sup>dressed and smart,  
<sup>1</sup>*That dress is vain, unless we try*  
To <sup>1</sup>wear an honest heart.

?

Handsome.  
Bright.2  
World.2  
Mingled.  
Pretty.2  
Never.2  
Gilt.2  
Rich.2  
Goes.2  
Sin.  
Greets.  
Sweetly.2  
Gentle.2  
Clad.  
Rich clothes  
are.  
Have.2



## LESSON LIV.?

## WHY WE SHOULD READ THE BIBLE.

§1. As soon as you <sup>1</sup>*are able to read* your Bible, you ought to do so, and <sup>1</sup>*to do it* <sup>1</sup>*often*.

Can. ?  
Read.  
Frequently..

§2. It is not enough to <sup>1</sup>*read it on* Sunday, when you can <sup>1</sup>*do no other* thing; but you <sup>1</sup>*must read it also on* <sup>1</sup>*other days*.

Learn. ?  
Perform.  
Should.  
Week.

§3. Nor is it <sup>1</sup>*enough to read it*, if you do not also try to <sup>1</sup>*know what* you read, and to <sup>1</sup>*keep it in your* <sup>1</sup>*mind*.

Sufficient. ?  
Understand.  
Retain.  
Memory.

§4. <sup>1</sup>*Nor yet* is it enough that you both read it and know what it <sup>1</sup>*means*, if you do not <sup>1</sup>*act as you are there* <sup>1</sup>*taught*.

Neither. ?  
Intends.  
Obey.  
Directed.

|                                                                                                                                                                                                                                                                 |                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| § 5. What <sup>1</sup> good will it do you to know that God is <sup>1</sup> mighty, if you do not fear him nor <sup>1</sup> trust in his power?                                                                                                                 | <sup>?</sup><br>Service.<br>Powerful.<br>Confide.               |
| § 6. Of what <sup>1</sup> use will it be to know that <sup>1</sup> God is kind, if you do not love him, nor try to <sup>1</sup> obtain his favor?                                                                                                               | Good.<br>Our Maker.<br>Get.                                     |
| § 7. How will it <sup>1</sup> avail you to be told that God is holy, if you <sup>1</sup> remain in <sup>1</sup> sin; or to learn that he sees and knows <sup>1</sup> <i>all things</i> , if this do not lead you to <sup>1</sup> <i>look to</i> your own steps? | Profit.<br>Continue.<br>Wickedness.<br>Every thing.<br>Examine. |
| § 8. Why <sup>1</sup> need you read of Christ having come to <sup>1</sup> save you, if you will not take the <sup>1</sup> terms he offers?                                                                                                                      | Should.<br>Ransom.<br>Conditions.                               |
| § 9. Why need you read the <sup>1</sup> truths which he <sup>1</sup> taught, if you will not take them as your <sup>1</sup> guide?                                                                                                                              | Lessons.<br>Inculcated.<br>Director.                            |
| § 10. Why <sup>1</sup> need you read of his life, if you follow not his <sup>1</sup> steps? Why need you read of his <sup>1</sup> death, if for you he <sup>1</sup> died in vain?                                                                               | Should.<br>Example.<br>Suffering.<br>Suffered.                  |
| § 11. They, and they only, <sup>1</sup> read and hear the <sup>1</sup> word of God aright, who, having done so in an <sup>1</sup> honest heart, keep it and bring forth <sup>1</sup> fruit.                                                                     | Peruse.<br>Laws.<br>Candid.<br>Knowledge.                       |
| § 12. You cannot be <sup>1</sup> benefited by reading the Bible unless you <sup>1</sup> THINK.                                                                                                                                                                  | Profited.<br>Study. <sup>2</sup>                                |



?



?



?

## LESSON LV.?

## PRAYER.

- |                                                                                                                                                                     |                                                          |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---|
| 1. THERE is an eye 'that never sleeps,<br>Beneath the 'wing of night;<br>There is 'an ear that never shuts,<br>When sink the 'beams of light.                       | Which.<br>Shades. <sup>2</sup><br>One.<br>Rays.          | ? |
| 2. There is 'an arm that never tires,<br>When human 'strength gives way;<br>There is a 'love that never fails,<br>When 'earthly loves decay                         | A strength. <sup>2</sup><br>Power.<br>Source.<br>Mortal. | ? |
| 3. That eye is fixed on 'seraph throngs;<br>That ear is filled with 'angels' songs;<br>That arm 'upholds the world on high;<br>That love is 'thrown beyond the sky. | Angel.<br>Seraphs'.<br>Bears up.<br>Cast.                | ? |
| 4. But there's a 'power which man can wield,<br>When 'mortal aid is vain;<br>That eye, that 'arm, that love to reach,<br>That 'listening ear to gain.               | Strength.<br>Human.<br>Power.<br>Ready.                  | ? |
| 5. That power is prayer, which 'soars on high,<br>And 'feeds on bliss beyond the sky!<br>Then all should 'dwell in peace and love<br>And 'always look to God above. | Mounts.<br>Lives.<br>Live.<br>Ever.                      | ? |

## LESSON LVI.?

## THE NECESSITY OF LABOR.

§1. <sup>1</sup>INDUSTRY is necessary in acquiring <sup>1</sup>*an education*, as well as in <sup>1</sup>cultivating a farm.

Labor.  
Knowledge.  
Tilling.

§2. We differ from the <sup>1</sup>birds and the <sup>1</sup>beasts, only because we have the <sup>1</sup>means of availing ourselves of the labor and the <sup>1</sup>knowledge of our <sup>1</sup>predecessors.

Fowls.  
Brutes.  
Ability.  
Information.  
Ancestors.

§3. The swallow <sup>1</sup>builds the same kind of nest, which its <sup>1</sup>*father and mother* built, and the <sup>1</sup>sparrow does not <sup>1</sup>improve by the experience of its <sup>1</sup>parents.

Constructs.  
Progenitors.  
Bird.<sup>2</sup>  
Grow better.  
Guardians.<sup>2</sup>

§4. The son of the <sup>1</sup>learned pig, if it had one, would be a mere <sup>1</sup>brute, only fit to make bacon of. It is <sup>1</sup>*not* so with the human <sup>1</sup>race.

Wise.  
Hog.<sup>2</sup>  
Different.  
Family.

§5. Our ancestors <sup>1</sup>lodged in caves and wigwams,<sup>3</sup> whilst we <sup>1</sup>construct palaces for the <sup>1</sup>rich, and comfortable dwellings for the <sup>1</sup>poor.

Slept.  
Build.  
Wealthy.  
Humble.<sup>2</sup>

§6. Why is this, <sup>1</sup>but because our eye is enabled to <sup>1</sup>look upon the past, to improve on our <sup>1</sup>ancestors' improvements, and to avoid their <sup>1</sup>errors.

Only.  
Glance at.  
Predecessors'.  
Faults.

§7. <sup>1</sup>All ought to be industrious. The little <sup>1</sup>boy, and the little girl, who shun <sup>1</sup>indolent habits, are on the <sup>1</sup>straight road to usefulness and undying <sup>1</sup>honor.

Every body.  
Lad.  
Lazy.  
Direct.  
Fame.

§8. On the contrary, <sup>1</sup>those who shun labor have a <sup>1</sup>winding path through life. They must <sup>1</sup>leave an inglorious <sup>1</sup>memorial.

Persons.  
Crooked.  
Bequeath.  
Monument.

§9. Upon their <sup>1</sup>tomb stones it may be <sup>1</sup>written, that they were born on one day, and <sup>1</sup>died on another, but this may also be <sup>1</sup>said of the meanest <sup>1</sup>brutes.

Grave.  
Engraved.  
Expired.  
Affirmed.  
Animals.

§10. No <sup>1</sup>one can be useful in this <sup>1</sup>life, or be happy, or render those happy with whom he associates <sup>1</sup>unless he <sup>1</sup>labors.

Person.  
World.<sup>2</sup>  
Without.  
Works.

§11. <sup>1</sup>Employment is requisite to develope the <sup>1</sup>noblest powers of man. No <sup>1</sup>permanent health can be enjoyed, no distinction attained without <sup>1</sup>it.

Labor.  
Highest.  
Lasting.  
Industry.



## LESSON LVII.?



## THE VALUE OF THE BIBLE.

1. THIS 'little book I'd rather own

Than all the 'gold and gems,  
That e're in monarch's 'coffers shone,  
'Than all their diadems.

'Nay, were the seas one chrysolite,<sup>5</sup>  
The 'earth a golden ball,  
And diamonds all the 'stars of night,  
'This book were worth them all.

2. How 'baleful to ambition's eye

His blood-wrung spoils must 'gleam,  
When Death's 'uplifted hand is nigh,  
His 'life a vanished dream.  
Then hear him with his 'gasping breath  
For one poor 'moment crave,<sup>5</sup>

Fool! would'st thou stay the 'arm of death,  
Ask of thy 'gold to save.

3. No, no! the 'soul ne'er found relief<sup>5</sup>

In 'glittering hoards of wealth;  
Gems 'dazzle not the eye of grief,  
'Gold cannot purchase health;  
But here a 'blessed balm appears,  
To 'heal the deepest woe;  
And he who 'seeks this book in tears,  
His tears shall 'cease to flow.

?

Blessed.2  
Wealth.  
Treasures.  
Or.  
No.  
World.  
Gems.  
God's.

Hateful.  
Shine.'  
Upraised.  
Breath.  
Dying.  
Instant.  
Sword.2  
Wealth.

Heart.2  
Dazzling.  
Never blind.  
Wealth.  
Blissful.  
Cure.  
Reads.  
No more.

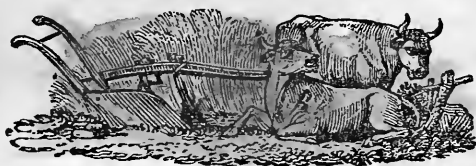


4. Here <sup>1</sup>He who died on Calvary's<sup>5</sup> tree,  
 Hath made that <sup>1</sup>promise blest;  
 "Ye heavy <sup>1</sup>laden come to me  
 And I will <sup>1</sup>give you rest.  
 A bruised reed I <sup>1</sup>will not break,  
 A <sup>1</sup>contrite heart despise;  
 My <sup>1</sup>burden's light, and all who take  
 My yoke, shall <sup>1</sup>reach the skies."

?  
 Christ.  
 Precept.  
 Burden'd.  
 Grant.  
 Can.2  
 Broken.  
 Work is.  
 Mount.

5. Yes, yes, this <sup>1</sup>little book is worth  
 All else to <sup>1</sup>mortals given:  
 For what are all the <sup>1</sup>joys of earth<sup>5</sup>  
 Compared to joys <sup>1</sup>of Heaven?  
 This is the guide our <sup>1</sup>Father gave  
 To <sup>1</sup>lead to realms of day:—  
 A <sup>1</sup>star whose lustre gilds the grave—  
 The <sup>1</sup>light—the truth—the way.

Precious.  
 Sinners.  
 Crowns  
 In.  
 Savior.2  
 Guide.  
 Light.  
 Star.



## LESSON LVIII.?

### LABOR AND KNOWLEDGE.

§ 1. I CANNOT too <sup>1</sup>strongly impress  
 on your mind, that <sup>1</sup>labor is the con-  
 dition which <sup>1</sup>God has imposed on us  
 in every <sup>1</sup>station of life.

?  
 Urgently.  
 Industry.  
 Our Creator.  
 Condition.

§ 2. There is nothing worth <sup>1</sup>having that can be had without <sup>1</sup>it, from the bread which the <sup>1</sup>peasant earns by the sweat of his brow, to the <sup>1</sup>sports by which the rich man must get <sup>1</sup>rid of his <sup>1</sup>ennui.

§ 3. The only difference <sup>1</sup>betwixt them is, that the poor man <sup>1</sup>labors to get <sup>1</sup>a *dinner* for his appetite, the rich man to get an appetite for his <sup>1</sup>dinner.

§ 4. As for <sup>1</sup>knowledge, it can no more be <sup>1</sup>planted in the human mind without labor, than a field of <sup>1</sup>wheat can be <sup>1</sup>produced without the previous use of <sup>1</sup>the *plough*.

§ 5. There is <sup>1</sup>indeed this difference, that <sup>1</sup>chance or circumstances may cause it, that another shall <sup>1</sup>reap what the farmer <sup>1</sup>sows. But learning is an inalienable <sup>1</sup>treasure; it cannot be bought or <sup>1</sup>sold.

§ 6. No <sup>1</sup>man can be deprived, whether by <sup>1</sup>accident or misfortune, of the <sup>1</sup>fruits of his own studies.

§ 7. The liberal and extended <sup>1</sup>acquisition of <sup>1</sup>knowledge which he makes, are all for his own <sup>1</sup>use.

?  
Possessing.

Labor.

Farmer.

Games.

Clear.

Weariness.

Between.

Toils.

Food.

Meals.

Wisdom.

Rooted.

Grain.

Raised.

Husbandry.

Truly.

Accident.

Gather.

Plants.

Boon.2

Bartered.

Person.

Distress.

Results.

Attainment.

Information.

Advantage.

§8. In youth, our steps are <sup>1</sup>light and our minds are <sup>1</sup>ductile, and knowledge is easily <sup>1</sup>laid up.

§9. But if we neglect our <sup>1</sup>spring, our <sup>1</sup>summer will be useless and contemptible; our harvest will be <sup>1</sup>chaff, and the <sup>1</sup>winter of old age unrespected and <sup>1</sup>desolate.

§10. Many complain of <sup>1</sup>Providence when the <sup>1</sup>fault is all their own. If they would only labor and <sup>1</sup>think, <sup>1</sup>wealth and eminence would be their <sup>1</sup>lot, instead of poverty and disgrace.

§11. May you all be as <sup>1</sup>active and vigilant in the <sup>1</sup>pursuit of useful knowledge, as you are in your <sup>1</sup>zeal and <sup>1</sup>enthusiasm for play.

§12. <sup>1</sup>Be mindful that "to whom much is given, much will also be <sup>1</sup>required," at the final <sup>1</sup>reckoning.

§13. Remember that all the <sup>1</sup>ignorance, degradation and <sup>1</sup>misery, in the world, is the result of <sup>1</sup>indolence and <sup>1</sup>vice.

§14. O, shun <sup>1</sup>lazy habits in youth, for <sup>1</sup>in riper years, they will tend to degrade and make you <sup>1</sup>miserable.

?  
Buoyant.  
Pliable.  
Acquired.  
Morning.<sup>2</sup>  
Noon.<sup>2</sup>  
Worthless.  
Decline.  
Forsaken  
Misfortunes.  
Evil.  
Reason.  
Riches.  
Position.  
Watchful.  
Acquirment.  
Devotion.  
Anxiety.  
Remember.  
Demanded.  
Settlement.  
Misery.  
Suffering.  
Laziness.  
Wickedness.  
Indolent.  
Hereafter  
Wretched.

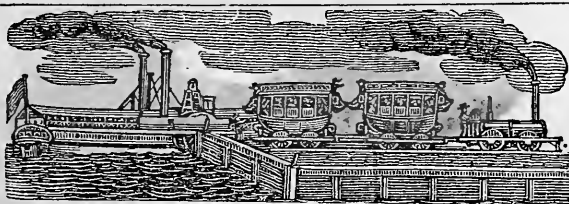


## LESSON LIX.?

## MY FATHER.



- |                                                                                                                                                                         |                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| 1. Who <sup>1</sup> took me from my mother's arms,<br>And, <sup>1</sup> smiling at her soft alarms,<br>Showed me the world, and nature's charms ? <sup>1</sup> —        | <p style="text-align: right;">?</p> Drew.<br>Laughing.<br>.....    |
| 2. Who made me <sup>1</sup> feel and understand<br>The <sup>1</sup> wonders of the sea and land,<br>And mark, through all, the Maker's hand ? <sup>1</sup> —            | <p style="text-align: right;">?</p> Think.<br>Marvels.<br>.....    |
| 3. Who <sup>1</sup> climbed with me the mountain height,<br>And <sup>1</sup> watched my look of dread delight,<br>While rose the glorious orb of light ? <sup>1</sup> — | <p style="text-align: right;">?</p> Walked.<br>Saw.<br>.....       |
| 4. Who, from each <sup>1</sup> flower and verdant stalk,<br><sup>1</sup> Gathered a subject for our talk,<br>To fill the long, delightful walk ? <sup>1</sup> —         | <p style="text-align: right;">?</p> Plant.<br>Drew thence<br>..... |
| 5. Not on a <sup>1</sup> poor worm would he tread,<br>Nor <sup>1</sup> strike the little insect dead :<br>Who taught at once my heart and head ? <sup>1</sup> —         | <p style="text-align: right;">?</p> Small.<br>Smite.<br>.....      |
| 6. Who taught my <sup>1</sup> early mind to know<br>The God from whom all <sup>1</sup> blessings flow,<br>Creator of all things below ? <sup>1</sup> —                  | <p style="text-align: right;">?</p> Youthful.<br>Mercies.<br>..... |
| 7. Soon, and before the <sup>1</sup> mercy seat,<br>Spirits made <sup>1</sup> perfect, we shall meet !<br>Then with what <i>transports</i> I shall greet <sup>1</sup> — | <p style="text-align: right;">?</p> Savior's.<br>Holy.<br>.....    |



## LESSON LX.?

PRESS ON.

§ 1. THESE words are <sup>1</sup>brief, but full of inspiration, and <sup>1</sup>opening the way to all <sup>1</sup>victory.

§ 2. The <sup>1</sup>mystery of the career of the <sup>1</sup>illustrious dead is this, under all difficulties and <sup>1</sup>discouragements, <sup>1</sup>PRESS ON.

§ 3. It <sup>1</sup>solves the problem of all heroes; it is the <sup>1</sup>rule by which to weigh, rightly, all <sup>1</sup>wonderful successes to fortune and <sup>1</sup>fame.

§ 4. It should be the <sup>1</sup>motto of all, old and young, <sup>1</sup>high and low, fortunate and <sup>1</sup>unfortunate.

§ 5. PRESS ON. Never <sup>1</sup>despair; never be <sup>1</sup>discouraged, however stormy the <sup>1</sup>heavens, however dark the way; however great the <sup>1</sup>difficulties, and repeated the failures, <sup>1</sup>PRESS ON.

?  
Concise.

Lending.

Success.

Secret.

Celebrated.

Drawbacks.

Persevere.

Explains.

Standard.

Vast.

Renown.

Guide.

Exalted.

Unsuccessful

Give up.

Disheartened

Sky.

Obstacles.

Persevere.

§6. If fortune has <sup>1</sup>played false with thee to-day, do thou <sup>1</sup>play true for thyself <sup>1</sup>to-morrow.

?  
Worked.  
Labor.  
Hereafter.

§7. If thy <sup>1</sup>riches have taken wings and left thee, do not <sup>1</sup>weep thy life away; but be up and doing, and <sup>1</sup>re-trieve the loss by new <sup>1</sup>energies and <sup>1</sup>action.

?  
Possessions.  
Mourn.  
Regain.  
Attempts.  
Exertion.

§8. If an <sup>1</sup>unfortunate bargain has deranged thy <sup>1</sup>business, do not fold thy arms, and give up all as <sup>1</sup>lost.

?  
Disastrous.  
Affairs.  
Hopeless.

§9. Stir thyself, and <sup>1</sup>work the more <sup>1</sup>vigorously. If those whom thou hast <sup>1</sup>trusted have betrayed thee, do not be <sup>1</sup>discouraged; do not <sup>1</sup>idly weep.

?  
Labor.  
Zealously.  
Confided in.  
Dismayed.  
Vainly.

§10. PRESS ON! <sup>1</sup>find others; or, what is better, learn to live <sup>1</sup>within thyself. Let the foolishness of <sup>1</sup>yes-terday make <sup>1</sup>thee wise to-day.

?  
Hunt up.  
By.2  
The past.2  
You.

§11. If thy <sup>1</sup>*affections* have been poured out like water in the <sup>1</sup>desert, do not sit down and <sup>1</sup>perish of thirst, but <sup>1</sup>PRESS ON.

?  
Confidence  
has.  
Sand.  
Die.  
Persevere.

§12. A beautiful <sup>1</sup>oasis is before thee, and thou <sup>1</sup>mayest reach it if thou <sup>1</sup>wilt.<sup>4</sup>

?  
Spot.  
Canst.  
Desirest.

§13. If another has <sup>1</sup>been false to thee, do not thou <sup>1</sup>increase the evil by being <sup>1</sup>false to thyself.

?  
Proved.  
Augment.  
Untrue.

§14. Do not say the <sup>1</sup>world has lost its poetry and beauty—it is not <sup>1</sup>so; and even if it <sup>1</sup>be so, make thy own poetry and beauty by a <sup>1</sup>brave, a true, and, above all, a <sup>1</sup>RELIGIOUS LIFE.

?  
Earth.  
True.  
Were.  
Noble.  
Pious.

## LESSON LXI.?

### PRESS ON.

- |                                                             |          |
|-------------------------------------------------------------|----------|
| 1. <sup>1</sup> PRESS on! there's no such word as fail!     | ?<br>Go. |
| Press <sup>1</sup> nobly on! the goal is near!              | Bravely. |
| Ascend the mountain! <sup>1</sup> breast the gale!          | Stem.    |
| <sup>1</sup> Look upward, onward, never fear!               | Gaze.2   |
| Why should'st thou <sup>1</sup> faint? Heaven smiles above, | Tire.2   |
| Though <sup>1</sup> storm and vapor intervene;              | Wind.2   |
| That <sup>1</sup> sun shines on, whose name is Love,        | Light.2  |
| Serenely o'er life's <sup>1</sup> shadowed scene.           | Clouded. |
| 2. Press on! surmount the <sup>1</sup> rocky steeps,        | Stony.2  |
| <sup>1</sup> Climb boldly o'er the torrent's arch;          | Creep.2  |
| He fails alone who feebly <sup>1</sup> creeps,              | Climbs.  |
| He <sup>1</sup> wins who dares the hero's march.            | Gains.   |
| Be <sup>1</sup> thou a hero! let thy might                  | You.2    |
| <sup>1</sup> Tramp on eternal snows its way,                | Step.    |
| And, through the <sup>1</sup> ebon walls of night,          | Black.   |
| <sup>1</sup> Hew down a passage unto day.                   | Cut.     |

|                                                                                                                                                                                                                                                                                                                                               |                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| 3. 'Press on! if once and twice thy feet<br>'Slip back and stumble, harder try;<br>From him who never 'dreads to meet<br>'Danger and death, they're sure to fly.<br>To 'coward ranks the bullet speeds,<br>While on their 'breasts who never quail,<br>Gleams, guardian of 'chivalric deeds,<br>'Bright courage, like a coat of mail.         | ?<br>Move.<br>Slide.<br>Fears.<br>Peril.<br>Timid.<br>Hearts.2<br>Heroic.<br>True.2  |
| 4. 'Press on! if Fortune play thee false<br>To-day, to-morrow 'she'll be true;<br>Whom 'now she sinks, she now exalts,<br>'Taking old gifts and granting new.<br>The 'wisdom of the present hour<br>Makes up for 'follies past and gone—<br>To weakness 'strength succeeds, and power<br>From 'frailty springs—press on! press on!            | Rush.<br>'Twill.<br>Thus.2<br>Using.<br>Knowledge.<br>Errors.<br>Might.<br>Weakness. |
| 5. Press on! what 'though upon the ground<br>Thy love has been 'poured out like rain?<br>That happiness is 'always found<br>The 'sweetest which is born of pain.<br>Oft 'mid the forest's deepest glooms,<br>A bird sings from some 'blighted tree,<br>And in the 'drearest desert blooms<br>A 'never dying rose for thee.                    | If.<br>Turned.<br>Ever.<br>Purest.<br>In.2<br>Withered.<br>Lonely.<br>Perennial.     |
| 6. Therefore, 'press on! and reach the goal,<br>And 'gain the prize, and wear the crown:<br>'Faint not! for to the steadfast soul<br>Come 'wealth, and honor, and renown.<br>To thine own self be 'true, and keep<br>Thy mind from sloth, thy 'heart from soil;<br>Press on! and thou 'shalt surely reap<br>A heavenly 'harvest for thy toil! | ?<br>Step.<br>Win.<br>Tire.<br>Gold.2<br>Right.<br>Breast.2<br>Wilt.2<br>Reward.2    |



## LESSON LXII.?

## BEWARE OF BAD BOOKS.

§1. "WHAT <sup>1</sup>harm will bad books do me?" The same harm that <sup>1</sup>*personal intercourse* would with the <sup>1</sup>bad men who wrote <sup>1</sup>them.

§2. That "a <sup>1</sup>man is <sup>1</sup>known by *the company he keeps*," is an old <sup>1</sup>proverb. It is no more true than a man's <sup>1</sup>character may be <sup>1</sup>determined by knowing what books he <sup>1</sup>reads.

§3. If a good book cannot be <sup>1</sup>read without making one better, a bad <sup>1</sup>book cannot be <sup>1</sup>read without making one <sup>1</sup>worse. Never read such a book.

§4. A person <sup>1</sup>may be ruined by reading a single volume! <sup>1</sup>Bad books are like <sup>1</sup>ardent spirits, they furnish neither "<sup>1</sup>aliment" nor "medicine;" they are "<sup>1</sup>poison."

§5. Both <sup>1</sup>inebriate; the former the <sup>1</sup>mind, the latter the body. The thirst for each <sup>1</sup>increases by being <sup>1</sup>fed, and is never satisfied.

?  
Injury.

Association.

Wicked.

The works.

Person.

Saying.

Standing

Decided.

Delights in.

Perused.

One.

Studied.

More wicked.

Can.

Immoral.

Burning.

Food.

Dangerous.

Intoxicate.

Soul.

Augments.

Nourished.

§ 6. Both ruin; the former, the 'in-  
tellect; the latter, the 'health; and  
together the 'soul. The makers and  
venders of 'each are equally guilty and  
equally 'corrupters of the community.

?

Mind.  
Constitution.  
Spirit.  
Both.  
Depravers.  
Them.  
Entire.  
Intellect.

§ 7. The safeguard against 'each is  
the same—'total abstinence from all  
that intoxicates 'mind or body.

## LESSON LXIII.?

### LITTLE THINGS.

1. SCORN not the 'slightest word or deed,  
Nor 'deem it void of power;  
There's fruit in 'each *wind wafted* seed,  
Waiting its 'natal hour.
2. A whispering word may 'touch the heart,  
And 'call it back to life;  
A look of love 'bid sin depart,  
And 'still unholy strife.

?

Smallest.  
Think.  
Every float-  
ing.  
Birth-day.  
Reach.  
Bring.  
Make.  
Quell.

- |                                                                                                                                                                                                             |                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| 3. No <sup>1</sup> act falls fruitless, who can tell<br>How <sup>1</sup> vast its power may be ;<br>Or what results <sup>1</sup> unfolded dwell<br>Within it, <sup>1</sup> silently.                        | <sup>?</sup><br>Deed.<br>Great.<br>May hidden.<br>Quietly. |
| 4. <sup>1</sup> Use gentle words, for who can tell,<br><sup>1</sup> The blessings they impart !<br>How oft they <sup>1</sup> fall, as manna fell,<br>On <sup>1</sup> <i>some nigh</i> fainting heart !      | <sup>?</sup><br>Speak.<br>What.<br>Come.<br>A kind.        |
| 5. In lonely <sup>1</sup> wilds, by light winged birds,<br><sup>1</sup> Rare seeds have oft been sown ;<br>And hope has <sup>1</sup> sprung from gentle words,<br>Where only <sup>1</sup> griefs had grown. | <sup>?</sup><br>Spots.<br>Scarce.<br>Grown.<br>Gloom.      |

~~~~~

LESSON LXIV. ?

ADVICE TO A BOY.

- | | |
|---|--|
| §1. I GIVE you, in this ¹ chapter,
some ¹ maxims which I hope you will
¹ read again and again, until they are
so fixed in your ¹ memory, that they
will influence you every day, ¹ and
every ¹ hour. | [?]
Lesson.2
Leading truths.
Peruse.
Recollection.
Also.
Minute.2 |
|---|--|

§ 2. If you are ¹ governed by them,	Controlled.
you will become a ¹ great man,—you	Renowned.
¹ certainly will become a good one,	Surely.
and it is much more ¹ important to be	Essential.
good than to be ¹ great.	Renowned.
§ 3. Rise early, and ¹ offer up your	Pray.
<i>praise to ¹the Giver of all good.</i> Enter	Our Father in Heaven.
steadily and fearlessly upon the ¹ du-	Business.
ties of the ¹ day.	Hour.2
§ 4. Be determined that no ¹ trial	Difficulty.
shall ¹ overcome your patience, and no	Conquer.
¹ impediment conquer your persever-	Obstacle.
ance. If your ¹ object be a good one,	Intention.
say, I will ¹ try to attain it.	Endeavor.
§ 5. Never be found without ¹ an	Employment
<i>object.</i> Ask yourself how you can ¹ do	Accomplish.
the ¹ most good; and, when you have	Greatest.
¹ decided, throw your whole soul into	Determined.
your ¹ purpose.	Object.
§ 6. Never do good to ¹ obtain praise.	Acquire.
Take a ¹ red-hot iron in your hand,	Heated.
rather than a ¹ dishonest penny. Do	Fraudulent.
no bad action to ¹ serve a good friend.	Help.
§ 7. Be indulgent to others' ¹ faults,	Failings.
but ¹ implacable to your own. Wage	Rigorous.
war with evil, and give no ¹ quarter.	Pardon.
¹ Die for the truth, rather than lie.	Perish.

§ 8. Never ¹court needless danger, nor fly from a ¹peril which duty imposes. Read good books, ¹seek good ¹companions, attend to good counsels, and imitate ¹good examples.

§ 9. Never give way to ¹despondency. Does the sun shine? ¹rejoice. Is it ¹covered with a cloud? wait till the ¹cloud has passed away.

§ 10. Take good care of your ¹education; see that your ¹principles and your ¹attainments are equal to your ¹advantages.

§ 11. Many are too learned to ¹honor their ¹unlettered parents; too well informed to follow the ¹advice of their friends; and by far too ¹polite to practice the ¹vulgar duties of their ¹situation.

§ 12. They are now ¹spending their days in ¹idleness, as low in the estimation of others as they once ¹were high in their own ¹consideration.

§ 13. If you ¹wish to be a good, a great, or a ¹wise man, you must begin ¹while you are a boy, or you will never ¹begin.

?
Seek.

Danger.

Choose.

Associates.

Righteous.

Depression.

Be glad.

Veiled.

Fog.

Knowledge.

Motives.²

Acquirements.

Privileges.

Respect.

Uneducated.

Counsel.

Genteel.

Common.

Station.

Wasting.

Indolence.

Stood.

Estimation.

Desire.

Learned.²

When.

Commence.

§ 14. Be attentive to your ¹manners. Those are the best ¹manners which raise you in the ¹opinions of others, without ¹sinking you in your own.

§ 15. A poor ¹woman once fell and ¹injured herself so that she could not walk, and a ¹crowd soon gathered ¹around her.

§ 16. One polite person ¹pitied her; another promised to make her ¹case known; ¹but a plain, modest looking man ¹stepped forward, and paid for a ¹coach to convey her home.

§ 17. He slipped a piece of ¹money into her hand, and ¹disappeared. One kind act done with ¹simplicity is worth a thousand ¹fine speeches.

§ 18. You should ¹remember that the teachings of others is not ¹enough; the ¹admonitions of parents are not enough; ¹books are not enough.

§ 19. You must ¹teach yourself; you must ¹inquire, reflect, compare, and ¹understand for yourself, or all will be ¹vain. You can only be wise by personal application and ¹unwearied ¹effort.

?
Department.

Habits.

Estimation.

Lowering.

Female.

Hurt.

Company.

About.

Sorrowed for.

Situation.

Then.

Came.

Carriage.

Silver.

Went away.

Plainness.

Pretty.

Recollect.

Sufficient.

Warnings.

Writings.2

Instruct.

Seek.

Comprehend.

Useless.

Untiring.

Exertion.



?

LESSON LXV.?

THE AMERICAN BOY.

1. Look up, my young 'American,
 'Stand firmly on the earth,
 Where noble deeds and mental 'power
 'Yield titles over birth.
2. A 'hallowed land thou claimest, my boy,
 By early 'struggles bought,
 'Heaped up with noble memories,
 And wide,—'aye, wide as thought.
3. On the high Alleghany's 'range,
 'Awake thy joyous song;
 Then o'er our green 'savannas stray,
 And 'gentler notes prolong.

?

Columbian. ?

Step.

Force.

Give.

Renowned. ?

Battles.

Piled.

Yes.

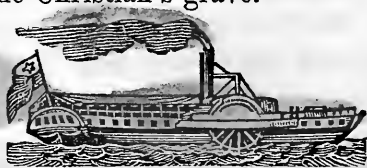
Ridge. ?

Arouse.

Intervals.

Purer.

- | | | |
|--|---|---|
| 4. Awake it 'mid the 'rushing ² peal
Of old Niagara's voice,
Or by our ocean-'rivers stand,
And in their 'might rejoice. | [?]
Gushing.
2 Roar.
Streams.
Power. | ? |
| 5. What, though we 'boast no ancient towers,
Where ivied 'streamers twine;
The laurel 'lives upon our shores;
The 'laurel, boy, is thine. | Brag.
Tendrils.
Grows.
Crown. | ? |
| 6. What, though no " 'minster lifts its cross,"
'Tinged by the sunset fire?
' <i>Freely</i> religion's voices swell
Round every 'village spire. | Steeple.
Colored.
Truly.
Borough's. | ? |
| 7. And who shall 'gaze on yon blue sea,
If thou 'must turn away,
When young 'Columbia's stripes and stars
Are 'floating in the day? | Stare.
Dost.
America's.
Waving. | ? |
| 8. The <i>future</i> wakes thy 'dreamings high,
And thou a 'note mayest claim
Aspiring, which in 'after times
Shall swell the 'trump of fame. | Musing.
Song.
Coming.
Sound. | ? |
| 9. Yet scenes <i>are</i> here for 'patriot thought;
Here sleep the 'good and brave;
Here 'kneel, my boy, and altars raise
'Above the Christian's grave. | Religious.
Pure.
Pray.
Over. | ? |



LESSON LXVI.?

THE BROKEN PANE OF GLASS.

§1. SOMETIME ago several small boys, of a 'public school, were playing ball. They had much sport; some⁴ would throw 'it, and others strike it with 'bats.

§2. At 'length one⁴ threw the ball, and another⁴ struck it with his bat, and sent it with such 'violence against a 'pane of glass as to 'break it.⁵

§3. But no 'clue to the offender could be 'had. He⁵ would not 'confess,⁴ nor would his playmates 'expose him. The 'lady who had charge of the school felt very bad about the 'concealment.

§4. She did not care about the 'value of the pane⁵ of glass, 'neither did she care for her own account; but she loved all her pupils, and she 'wanted that every body should have confidence in 'them.

§5. She desired that they, in after life, should be 'esteemed, respected, wealthy and 'happy. This she knew could⁵ not be if they were not 'good;

§6. If they 'concealed their faults,⁵ if they would not, like Washington, (see Lesson Twenty, page 41,) 'always own the truth. She felt very sorry, but it was 'wholly on account of her dear 'pupils.

§7. The next day the school-mistress 'addressed the whole school. She did not refer to the broken pane of glass, but 'dwelt on the conduct of boys in the 'street.

§8. She explained the object and character of 'recreation, and the principles of 'rectitude and kindness which ought at all times to 'govern them.

§ 9. She spoke of the 'importance of doing, in every case, as we would like to be done 'by; (see pages 32, 54 and 76,) told them that we all ought to do right from 'principle, and not because we were 'watched.⁴

§ 10. She knew that 'things which were wrong, might sometimes escape the vigilance of parents,⁵ teachers and 'playmates. But there was ONE who saw us at all times, and knew all our 'inmost 'thoughts.

§ 11. She 'told them that punishment always followed crime, and that small faults 'insidiously entice us on to commit large 'ones.⁴

§ 12. 'She related an occurrence which took place many years ago. Three 'small boys at play broke an inkstand,⁵ two⁴ told the whole truth 'about it, but one⁴ told a falsehood.

§ 13. The two⁴ who confessed the truth are among the 'wealthiest⁵ and most respectable aged citizens of the 'commonwealth; but the other was sentenced, forty years ago, to the 'Penitentiary for life.

§ 14. Her pupils⁵ saw the great 'danger all⁴ run who disregard the earliest 'monitions of conscience. (See page 34.) They shuddered to think that the trifling errors of youth become the 'horrid 'crimes of age.

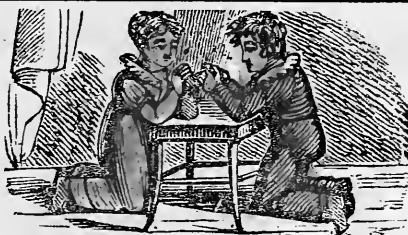
§ 15. A few minutes⁵ after the 'teacher closed, Asa⁴ rose in his seat, and said, I batted the ball that 'broke the pane of glass. Another boy threw it, but I 'batted it and struck the pane. I am willing to pay for the 'glass.

§ 16. There was a profound silence in the room while the 'boy was speaking, and it continued a 'minute after he⁴ closed.

§ 17. John⁴ then 'rose, and said, It will not be right for Asa⁴ to pay the whole cost; we were all alike engaged in 'play; I will pay my share, and I—I—I! exclaimed all the 'boys.

§ 18. A 'thrill of pleasure ran through the whole school at this 'display of correct feeling. The broken pane⁴ made *every one* better and happier.

§ 19. May you always 'confess your faults; and especially remember that the habits you form at school, will 'affect you for weal or woe 'forever.



LESSON LXVII.?

GOD SEES EVERYTHING.

1. I'm not too 'young for God to see,
 'He knows my name and nature too,
 And all day long he 'looks at me,
 And 'sees my actions through and through.'

?
 Small.2
 Christ.2
 Watches.
 Knows.2

2. He 'listens to the words I say,
 And 'knows the thoughts I have within,'
 And 'whether I'm at work or play,
 He's sure to see it if I sin.

Ever hears.
 Sees.
 If I am.
 Always sees.

3. O! how could 'children tell a lie,
 Or cheat in 'play, or steal, or fight,'
 If they 'remember God was by,
 And had them 'always in his sight?

People.2
 Sport.
 Knew that.
 Ever.

4. If some one great and good is 'near,
 It makes us 'careful what we do;
 And how much 'more we ought to fear
 The Lord, who 'sees us through and through.

Here.2
 Watch what-
 e'er.
 Then.
 Views.

5. Then when 'I want to do amiss,
 However pleasant it 'may be,
 I'll always 'try to think of this,—
 'I'm not too young for God to see!

Inclined.
 Shall.2
 Aim.
 We're.2



LESSON LXVIII.?

AN EXAMPLE OF WASHINGTON.

§ 1. In 1754, Washington was 'stationed at Alexandria' with a regiment, of which he was 'Col'. At an election for members of the Assembly', Washington was in 'favor of Col. G. Fairfax', and Mr. W. Payne' 'headed the friends of Wm. Elzey'.

§ 2. In the course of the 'contest', Washington grew warm', and said something 'offensive to Mr. Payne', who elevated his cane', and at one blow 'extended our hero on the ground'.

§ 3. News was soon carried' to the 'regiment that their commander' was 'murdered by the mob'. In a moment the whole regiment was under arms', and in 'rapid motion towards the town, burning for 'vengeance'.

§ 4. During this time Washington was so far 'recovered' as to go out and meet his 'enraged soldiers', who crowded around him with 'joy' to see him alive'.

§ 5. After thanking them' for such evidence of 'attachment', he 'assured them that he was not hurt', and begged them by their love of him and of their duty', to return' peaceably to their 'barracks'.

§ 6. Feeling himself the 'aggressor', he resolved to make Mr. Payne the honorable 'reparation' of asking his pardon'. Early next morning' he wrote a 'polite note to Mr. Payne to meet him'.

§ 7. Payne took it for a 'challenge', and repaired in full expectation of smelling gunpowder'. But what was his 'surprise', on entering the chamber', to see in 'lieu of a brace of pistols', the "token of 'friendship'."

§ 8. Washington met him', and 'offering his hand with a smile, began'—"Mr. Payne, to 'err sometimes is natural', to rectify error' is always 'glorious'.

§ 9. I believe I was wrong' in the 'affair of yesterday'; you have had, I think, some 'satisfaction; and if you deem that sufficient', here is my hand; let us be 'friends'."

§ 10. An act of such 'sublime virtue' produced its proper effect' on the mind of Mr. Payne', who, from that 'moment', became the most 'enthusiastic admirer' and friend of Washington'.

LESSON LXVIX.?

THE OLD ARM CHAIR.

I LOVE it', I love it'; and who 'shall dare'
To 'chide me for loving that old arm chair';
I have 'treasured it long as a holy prize',
I've bedewed it with tears', and 'embalmed it with sighs';
'Tis bound by a 'thousand bands to my heart';
Not a tie will break', not a 'link will start'.
Would you learn the spell'? A 'mother sat there',
And a 'sacred thing' is that old arm chair'.

In 'childhood's hour' I lingered near'
The hallowed seat, with 'listening ear';
And gentle words that 'mother would give,
To fit me to die' and 'teach me to live'.
She told me shame would never 'betide',
With truth for my creed', and God for my 'guide';
She taught me to lisp my 'earliest prayer',
As I 'knelt beside that old arm chair'.

I sat and 'watched her many a day',
When her eyes grew dim', and her 'locks were gray';
And I almost 'worshipped her when she smiled',
And 'turned from her Bible to bless her child'.
Years 'rolled on', but the last one sped',
My idol was 'shattered', my earth star fled';
I learnt how much the 'heart can bear',
When I saw her die in that 'old arm chair'.

'Tis past! 'tis past! but I 'gaze on it now',
With 'quivering breath and throbbing brow',
'Twas there she 'nursed me', 'twas there she died';
And 'memory flows with lava tide'.
Say it is 'folly, and deem me weak',
While the 'scalding tears start down my cheek';
But I love it', I love it'; and 'cannot tear'
My soul from a 'mother's old arm chair'.

LESSON LXX. ?

HOW TO TELL BAD NEWS.

Judge S. Ha'! *John*, 'how are you'? Do you still work' for the old folks'? How do 'things go on at home'?

John. Bad 'enough', your honor'; the tame crow is dead.

Judge S. Poor black! so he's gone! How came he to die'?

John. 'Overate himself, sir'.

Judge S. Did he, indeed'!—a 'greedy dog'! Why', what did he get that he 'liked so well'?

John. Horse-flesh', sir'; he died of 'eating horse-flesh'.

Judge S. How came he to get so 'much horse-flesh'?

John. All your 'father's horses, sir'.

Judge S. What'? are they 'dead too'?

John. Ay', sir'; they died of over-work'.

Judge S. Why were they over-worked'? Do you know'?

John. I suppose to 'carry water', sir'.

Judge S. 'To carry 'water! What were they carrying water for'?

John. Sure', sir, to put out the fire'.

Judge S. Fire'! what fire'? more calamities'!

John. Oh'! sir', your father's house is burned down'.

Judge S. My father's house' 'burned'! How came it on fire'?

John. I think', sir', it must have been the torches.

Judge S. Torches'! torches'! what torches'?

John. At your mother's funeral'.

Judge S. My mother dead'! Oh'! my dear mother'!

John. Ah'! poor lady'! she never looked up after it'.

Judge S. After what'? More afflictions!

John. The sickness and death of your father'.

Judge S. My father gone', too'? No'! not possible'?

John. Yes', poor gentleman'; he took to his bed as soon as he heard of it'.

Judge S. Heard of what'? What do you mean'?

John. The bad news, sir', please your honor.

Judge S. What'! more miseries'! more bad news'?

John. Yes', sir'; your bank has failed', your credit is lost, and you are not worth a shilling in the world'. I made bold, sir', to come to wait on you about it; for I thought you would like to hear the news'!

LESSON LX XI.?

THE FARMER.

1. WITH the 'Pioneer Axe what a conquest is made;
What a field from the 'forest is won!
What regions, reduced from the 'wilderness shade,
And new warmed in the 'beams of the sun.
2. From the 'rock where our fathers *in exile* first landed.
Their clearing from river to 'river has spread;
And mountains and 'plains by their sons are commanded,
Till now on the 'beach of Pacific they tread.
3. What a farm for a 'nation to cultivate now!
And 'gather the wonderful harvest it yields;
'Tis an 'Empire reduced to the Sickle and Plough,
An empire of 'gardens, and orchards, and fields.
4. Hail, Nation of Farmers! 'rejoice in your toil,
And 'shout when your harvest is o'er;
Receive the oppressed to your 'land with a smile,
But 'frown every foe from your iron-bound shore.
5. And he who, by 'deeds, has now reached a high station,
And is 'called to preside o'er the Commonwealth now,
Must relinquish his farm, to 'save our young nation,
As, for Rome, Cincinnatus 'relinquished his plough.
6. The Plough and the Sickle shall shine 'bright in glory,
When the Sword and the Sceptre shall 'crumble in rust;
And the farmer 'shall live both in song and in story,
When 'warriors and kings are forgotten in dust.

LESSON LXXII.?

THE SUNSHINE OF LIFE.

§ 1. THE sunshine of life is 'made up of very little beams, that are 'bright all the time. At home, on the play-ground, and in the school, there is room all the time for little 'acts of kindness, that cost nothing, but are worth more than 'gold or silver.

§ 2. You should explain, when by so doing it will prevent 'unhappiness. You should 'conciliate and yield any part, where persisting will chafe and 'fret others. You should take an ill word or a cross look quietly rather than resent or 'retaliate it.

§ 3. These are a few of the 'ways in which clouds and storms are kept off, and a pleasant and steady 'sunshine secured, even in the 'humblest homes, and among the poorest people.

§ 4. The 'temper, from which little offices of kindness spring, is seen in very early life. If kind 'feelings are wanting among brothers, sisters, and 'schoolmates, it is probable that the balance of life will be unpleasant and 'cloudy.

§ 5. Show me a boy that will put himself out to 'assist his little sister, and whose general character and conduct is 'marked by kind acts, and I will venture to 'predict, that he will be an obliging neighbor, and a quiet citizen.

§ 6. A single bad-tempered child in a family will often 'cultivate a 'corresponding temper in all the rest of the household; hence the necessity of your striving to set a good 'example to all your brothers, sisters, and 'associates, that you and all may enjoy THE SUNSHINE OF LIFE.

§ 7. The most delightful sight 'beneath the sun, is the love of brothers and sisters; the kindness and 'harmony of children at play. May you 'always love your brothers and sisters with all your heart, for this will ever banish clouds and 'sorrow from 'home.

§ 8. 'Just think, for a moment, what happiness will flow from your kind 'behavior at home. Do you lend a helping hand without being 'asked? Do you share in the grief of others? Do you use no 'cross words? Then you may enjoy the sunshine of life.

§ 9. Do you never 'use, without permission, what does not belong to you? Do you studiously avoid 'vexing others? Do you zealously strive to do no 'wrong? Do you try to treat others as you would 'like to be treated? Do you constantly speak the truth?

§ 10. Do you know how 'potent a spell lies in a pleasant word? Have you not often thought of its power to 'soothe, to charm, to 'delight, when all things else fail?

§ 11. The whisper of a pleasant word has power to 'restore calmness to the 'tempest-tossed soul. Among the multitudes of the earth, how small the number who habitually speak 'pleasantly.

§ 12. You have met them. Now and then they have 'crossed your path, and I doubt not your whole 'soul has blessed them as it ought, for the words which were 'balm to your wounded spirit.

§ 13. And did you not wish you were 'like them? Did you not feel that earth would be a 'paradise indeed, if all the tones of that matchless 'instrument, the human voice, were in harmony with the kind thoughts of a thoroughly good 'heart?

§ 14. But while you thus wished, did you 'resolve to add one to their number? Did you determine to 'imitate their example? Would that I could 'persuade you that it is your duty so to do—that henceforth you should make it a study.

§ 15. Oh, learn to speak 'pleasantly, all ye who have felt its kindly 'influence from others. Speak pleasant words to all around you, and your path shall ever be lighted by the 'smiles of those who welcome your coming, and mourn your departing 'footsteps.

§ 16. Sister, brother, friend; would you 'render life one sunny day; would you gather around you those who will 'cheer you in the darkest hour? Let the 'law of kindness rule your tongue.

§ 17. When you have 'done wrong, do you sincerely and earnestly strive to do so no more? Do you ask aid and 'forgiveness of your Father in Heaven? Then you may 'hope to enjoy the sunshine of this life and perpetual 'felicity in the life to come.

LESSON LXXIII.?

LIFE'S SUNNY SPOTS.

1. THOUGH life's a dark and 'thorny path,
 Its 'goal the silent tomb,
 It yet some 'spots of sunshine hath,
 That smile 'amidst the gloom.
 The friend who 'weal and wo partakes,
 Unchanged 'whate'er his lot,
 Who 'kindly soothes the heart that aches,
 Is sure a 'sunny spot.

2. The wife who half our 'burden bears,
 And 'utters not a moan,
 Whose 'ready hand wipes off our tears,
 'Unheeded all her own:
 Who 'treasures every kindly word,
 Each 'harsher one forgot,
 And carols 'blithely as a bird—
 She's too, a 'sunny spot.

3. The 'child who lifts at morn and eve,
 In prayer, its 'tiny voice,
 Who 'grieves whene'er its parents grieve,
 And 'joys when they rejoice;
 In whose 'bright eye young genius glows,
 Whose 'heart, without a blot,
 Is 'fresh and pure as summer's rose,—
 That child's a 'sunny spot.

4. There's yet upon life's 'weary road
 One 'spot of brighter glow,
 Where 'sorrow half forgets its load,
 And tears 'no longer flow;
 Friendship may 'whither, love decline,
 Our child his 'honor blot,
 But still 'undimmed that spot will shine,
 'Religion lights that spot.

Gloomy.
 End.
 Marks.
 Athwart.
 Good.
 Howe'er.
 Gently.
 Blooming.²
 Sorrows.
 Never
 breathes.
 Kindly.
 Unminded.
 Lays up.
 Cruel.
 Sweetly.
 Shining
 Youth.
 Little.
 Weeps.
 Smiles.
 Clear.
 Soul.
 Warm.
 Sparkling.
 Toilsome.
 Place.
 Grief.
 May never.
 Vanish.
 Virtue.
 As bright.
 Piety.

LESSON LXXIV.?

FORTY PIECES OF MONEY.

§ 1. ABDOUL KAUDER, a Persian boy, 'resolved to follow a religious life, after the fashion of his country. His mother 'gave him forty pieces of money, and made him 'promise never to tell *a lie*.

§ 2. She then bade him 'farewell, and exclaimed, "Go, my son, I give thee to God. We shall not meet 'again until the day of judgment!"

§ 3. He says, I went on well till near Hamadan, when our 'caravan was plundered by sixty horsemen. One 'fellow asked me what I had got. "Forty 'pieces of money," said I, "are sewed under my 'garment."

§ 4. The fellow laughed: thinking, no doubt, that I was 'joking him. "What have you got?" 'said another. I gave him the same 'answer.

§ 5. When they were dividing the spoil, I was called to 'an *eminent*, where their 'chief stood. "What property have you, my 'fellow?" said he.

§ 6. "I have told your 'people already," I replied. "I have forty pieces of money 'sewed up carefully in my clothes."

§ 7. He 'desired them to be ripped open, and found my money. "And how came you," said he, with surprise, "to declare so openly what had been so carefully 'hidden!"

§ 8. "Because," I 'replied, "I will not be false to my mother, to whom I promised never to 'conceal the truth."

§ 9. "Child," said the 'robber, "hast thou such a sense of duty to thy 'mother at thy years."

§ 10. "Am I 'insensible at my age, of the duty I owe to my God? Give me thy hand, 'innocent boy," he continued, "that I may swear repentance upon it."

§ 11. He did so. His 'followers were alike struck by the scene. "You have been our leader in 'guilt," said they to their chief, "be the same in the 'path of virtue."

§ 12. And 'instantly, at his order, they made restitution of the spoil, and vowed 'repentance on my hand.

LESSON LXXV.?

THE BOY WHO TOLD A LIE.

1. THE mother looked 'pale, and her face was sad,
She 'seemed to have nothing to make her glad;
She 'silently sat with tears in her eye,
For her dear 'little boy had told a lie.
2. He was a pleasant, 'affectionate child,
His ways were 'winning, his temper was mild,
There was joy and love in his 'soft, blue eye;
But O, this 'sweet boy had told a lie!
3. He stood by the 'window alone within,
And he felt that his soul was 'stained with sin;
And his mother could hear him 'sob and cry,
'Because he had told her that wicked lie.
4. Then he came and 'leaned by his mother's side,
And asked for a kiss, which she denied;
He told her, with many a 'penitent sigh,
That he never would tell 'another lie.
5. Then she took his hands 'within her own,
And bade him, before her, 'kneel gently down,
And she 'kissed his cheek, while he looked on high,
And prayed to be 'pardoned for telling a lie.

LESSON LXXVI.?

COMPOSITION.

§1. It is important for every 'one to think naturally and connectedly on all subjects. The ability to express 'one's opinions with clearness and accuracy is an 'essential 'part of education.

§2. The power of readily conveying our ideas with 'perspicuity and precision, is acquired only by 'attentive habits and thorough thinking. Do not forget that clear, 'connected thought is the most useful 'part of your education.

§3. The marginal and the 'marked words afford the easiest possible exercises for composition. After you become 'familiar with the marginal terms, it is 'expected that you will, in every line, substitute 'original expressions.

§4. You may 'compose simple sentences, and use each of the marked words. For example: 'Harriet may write, My *youthful** friends are at school. 'Maria, My *youthful* friends visit me. Louisa, My mother's *youthful* days were 'passed at school.

§5. John writes, The teacher gave me the *book*.* 'Stephen, My mother bought the *book*. Charles, I found the *book*. 'James, I lost the *book*. 'George, The *book* was torn. Henry, The *book* is in 'my desk.

§6. Those who 'have *studied* grammar may give several simple sentences, in each of which some particular 'word shall be used as a different part of speech in each 'sentence.

§7. The *young*† 'cow. The cow takes care of her *young*,‡ i. e., her calf. Good *work*.‡ To *work*§ in close 'design. *Work*|| every 'nerve. A man of slender make.‡ "It makes§ for his advantage." "God" 'made|| the world.

* See page 5, lines 1, and 2. The pupil takes the meaning of the marked word in the margin. Each pupil may have different sentences with different kinds, verbs, &c.

† An adjective. See also the first three lines of Lesson I., page 5.

‡ A noun.

§ An intransitive verb.

|| A transitive verb.

§ 8. You see by the 'preceding examples, (see page 8,) that the same word often has more than one 'definition, and in this lesson that it is often a 'different part of speech, in one sentence, from what it is in another.⁴

§ 9. By the continuance and the proper use of this plan, 'composition becomes an easy and 'delightful exercise. You learn to think properly, to talk correctly, and 'write with propriety.

§ 10. When anything is 'explained, think it over and over, till you can 'illustrate its meaning. Good scholars strive always to remember all they are taught.

§ 11. Their 'teacher does not have to tell them the same thing a second time. You are not so much 'benefited by the amount you read or write, as you are by 'thoroughness.

§ 12. Practice, in 'composing, is the best way of acquiring the habit of expressing our 'thoughts with ease and elegance. Composition is nothing but written conversation. There is no 'mystery about it. There is nothing unpleasant 'pertaining to it.

§ 13. When you 'commenced learning to talk, you took but one word at a time. You ought to 'follow this plan in beginning to write 'compositions. First, form simple sentences, in which you use but one 'word of your own.

§ 14. You have all seen a 'large tree; the greatest you ever saw, was 'once so small, that a little chicken, in 'scratching for seeds, might have torn it up by the roots. But it grew 'imperceptibly every day, till now you 'wonder that it was once as little as the smallest 'weed.

§ 15. As you may 'watch the tree, from morning till night, without being able to see it 'grow, so it is not in your power to 'perceive, at once, the growth of your minds. But 'rest assured that each 'effort gives them new life and vigor, and that the more they are 'properly exercised, the stronger they become.

§ 16. Steadily pursue composing. It is one of the best 'THINKING exercises. Strive, at each effort, to 'improve, and you will soon be 'successful. It is by little and little, that the greatest and best 'attain their eminence and wisdom. No one can be either great or 'wise who does not THINK.

*LESSON LXXVII.**A Mother Presenting a Bible.*

1. *No diamond bright, nor ruby rare,
To grace thy neck, adorn thy hair,
My dearest child, I give ;
These are vain toys that please awhile,
But, like the rainbow's transient smile,
Their beauty cannot live.*
2. *This sacred treasure, far more dear,
Than diamond, pearl, or ruby clear,
This living gift divine,
A mother's love presents to thee ;
Oh! may it to thy spirit be,
What it has been to mine.*
3. *A solace, hope, unerring guide,
Companion constant at thy side
To check the wrong desire ;
A faithful monitor to warn,
Its purity thy soul adorn,
Its promises inspire.*

LESSON LXXXVII.

ADVICE TO PUPILS.

My Dear Pupils:

"I have been young,
and now am old; and in review
of the past, and the prospects
of the future, I declare unto
you, beloved pupils, were it per-
mitted me to live my life over
again, I would, by the help

of God, from the very outset,
live better.

Yes, from the very outset I would frown upon vice; I would favor virtue, and lend my influence to advance whatever would exalt and advance human nature, alleviate human misery, and contribute to render the world I live in, like the heaven to which I aspire, the abode of innocence and felicity.

Yes, though I were to exist no longer than the ephemera that sport away their hour in the sunbeams of the morning; even during that period I would rather soar with the eagle, and leave the record of flight and fall among the stars, than creep the earth and lick the dust with the reptiles, and, having done so, bed my body with my memory in the gutter. "

LESSON LXXX.

A FRIEND.

1. Who is it strews my path with flowers?
Who cheers me by her gentle powers,
And whiles away my weary hours? ⁴.....
2. Who always greets me with a smile
And in sweet converse cares beguile,
And makes me at my ease the while? ⁴.....
3. Who is it plucks the thorns from view,
Whose precepts and examples too,
Shows me I've duties yet to do? ⁴.....
4. Who, with a sister's kindly care,
Doth teach me lessons to forbear,
And in her pleasures gives a share? ⁴.....
5. Thus may our friendship ever stand;
United we'll go hand in hand,
And enter in the promised land?

True Friends.

LESSON LXXX. ?

THE SABBATH DAY.

1. O WELCOME the day!
 The Sabbath day returning,
 Sweet day of rest, we love it best,
 O welcome the day!
 Our youthful voices join to sing
 Hosannas to our Saviour King;
 He loves the praise we bring
 On this holy day.
2. How blest is this hour,
 The hour of happy greeting,
 While here we sit at Jesus' feet.
 How blest is the hour
 He kindly bids us all draw near,
 His winning accents banish fear,
 His voice we love to hear
 At this blessed hour.
3. O come and adore
 The Lamb of God, redeeming
 Our souls from hell, his love to tell —
 Him let us adore.
 Though seated on his throne of light,
 Amidst a throng of seraphs bright,
 He looks down with delight,
 While him we adore.
4. O come, let us pray
 To Jesus, interceding
 With God above for pardoning love;
 O come, let us pray
 With humble hearts before his face,
 Now let us seek forgiving grace,
 He hears the soul that prays,
 Come, then, let us pray.

?

Ps. 118 : 24.
 Ex. 20 : 8.
 Gen. 2 : 2.
 Is. 58 : 13, 14.
 Matt. 21 : 9.
 Mark 11 : 9.
 Mt. 21 : 15, 16.
 Ex. 35 : 2.

Gen. 2 : 3.
 Ps. 55 : 14.
 Luke 10 : 39.
 John 20 19.
 Matt. 19 : 14.
 Prov. 8. 17.
 John 10 : 27.
 2 Cor. 6. 2.

Heb. 1 : 6.
 John 1 : 29.
 Gal. 3 : 13.
 Matt. 28 : 9.
 Matt. 25 : 31.
 Rev. 7 : 9, 10
 Luke 19 : 40.
 Luke 24 : 52.

1 Thes. 5 : 17.
 Heb. 7, 25.
 1 John 2 : 1.
 Ps. 66 : 18.
 Luke 18 : 13
 Is. 55 : 6.
 John 14 : 13.
 Lk. 23 : 42, 43.

LEPPINCOTT, GRAMBO & CO., call especial attention to the
Edition of the AMERICAN MANUAL. It is considered
one of the most useful school readers ever published. It contains
a brief outline of the origin and progress of political power, and
a view of nations; a lucid exposition of the duties and responsi-
bilities of voters, jurors, and civil magistrates; a literal copy
of the U. S. Constitution, and a clear explanation of every part
of it, with questions, definitions, and marginal exercises;
designed to develope and strengthen the moral and intellectual
powers of youth, and impart an accurate knowledge of our social
and political institutions. Adapted to the use of schools, acad-
emies, and general readers, by JOSEPH BARTLETT BURLEIGH, LL. D.

OFFICE OF THE CONTROLLERS OF PUBLIC SCHOOLS,

First School Dist. of Pennsylvania, Philada., Dec. 11, 1850.

At a meeting of the Controllers of Public Schools, First District
of Pennsylvania, held at the Controllers' Chamber, on Tuesday,
December, 10th, 1850, the following resolution was adopted:

Resolved, That the American Manual, by Joseph Bartlett Bur-
leigh, be introduced as a class-book into the Grammar Schools of
this District.

ROBERT J. HEMPHILL, Secretary.

The American Manual, by Joseph Bartlett Burleigh, LL. D., has
been introduced by the Commissioners of the Public Schools into
the Central High School and the two Female High Schools of
Baltimore. J. W. TILYARD, Clerk of Com. of Public Schools.

This is to certify, that the Board of Commissioners of the Public
Schools of Baltimore county have adopted the American Manual,
by J. B. Burleigh, as a text-book, to be used in the schools under
their direction. This Board has under its control over sixty schools
located throughout Baltimore county.

WILSON C. N. CARR,

Clerk to the Board of School Commissioners for Baltimore county.

*Extract of a Letter from Alexander Campbell, D. D. LL. D., Presi-
dent of Bethany College, Virginia.*

The American Manual is an admirable text-book for teacher and
pupil, on the various important subjects so essential to the
American scholar and statesman.

Extract of a Letter from the Hon. B. Everett Smith.

I doubt whether the ingenuity of man can ever devise a work
better adapted to the purpose avowed by the author. I arose from
the perusal of the American Manual, more deeply impressed than
ever with my responsibility as a citizen, and with the absolute
necessity of fostering sound virtue and political morality.

*Extract of a Letter from Hon. L. G. Edwards, Pres. of the Board of
Public School Commissioners for Norfolk county, Virginia.*

I consider the American Manual a desideratum which had not
before been supplied, and respectfully recommend that it be used
generally in every District Free School in this county.

*DEPARTMENT OF STATE. Washington, Oct. 1, 1850.

This is to certify, that Joseph Bartlett Burleigh's Script Edition of the U. S.
Constitution, with the Amendments, has been carefully collated with the originals
in this Department, and proved to be accurate in the capitals,
and punctuation.

DAVID WEBSTER, Secretary of State.
W. S. DERRICK, Chief Clerk.